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ABSTRACT

This curriculum guide is one of five developed as part of the Illinois Plan for Business, Marketing, and Management Education for use at the orientation level (typically the 9th and 10th grades). The curriculum guide includes a wide variety of teacher and student activities that provide extensive flexibility for implementation. Information on how to integrate the activity objectives of the Illinois Plan into the State Learning Goals is also included. A model for the curriculum is presented that suggests areas and grade levels of study. The guide consists of seven units that cover the following: theory of communication; listening skills; nonverbal communications; reading; basic mechanics; writing; and speaking skills (conversation, telephone, and interview). Each unit includes an introduction, a topical outline, unit objectives, general comments, suggested student activities with suggestions for evaluation, and teacher resources. Three appendixes include the following: (1) plans for integration of instructional activities to state learning goals; (2) a crosswalk of instructional activities to generalizable skills, transition skills, vocational ethics skills, and state learning goals; and (3) an integrated organization of instructional activities for the business and technology concepts course, which includes business communications and business computations. (KC)

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Illinois State Board of Education

Adult Vocational and Technical Education

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BUSINESS AND TECHNOLOGY CONCEPTS/ BUSINESS COMMUNICATIONS

Teacher's Guide

prepared for the
Illinois Plan for Business, Marketing
and Management Education, Grades 9-10
directed by Dr. John H. Rich

Illinois State Board of Education
Department of Adult, Vocational
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PREFACE

This curriculum guide is one of five developed as part of the Illinois Plan for Business, Marketing and Management Education for use at the orientation level (typically the 9th and 10th grades).

A teacher's guide and a companion student activities packet are available for:

Business and Technology Concepts
Business and Technology Concepts/Business Communications
Business and Technology Concepts/Business Computations
Keyboarding, Typewriting and Formatting
Computer Concepts and Software Applications

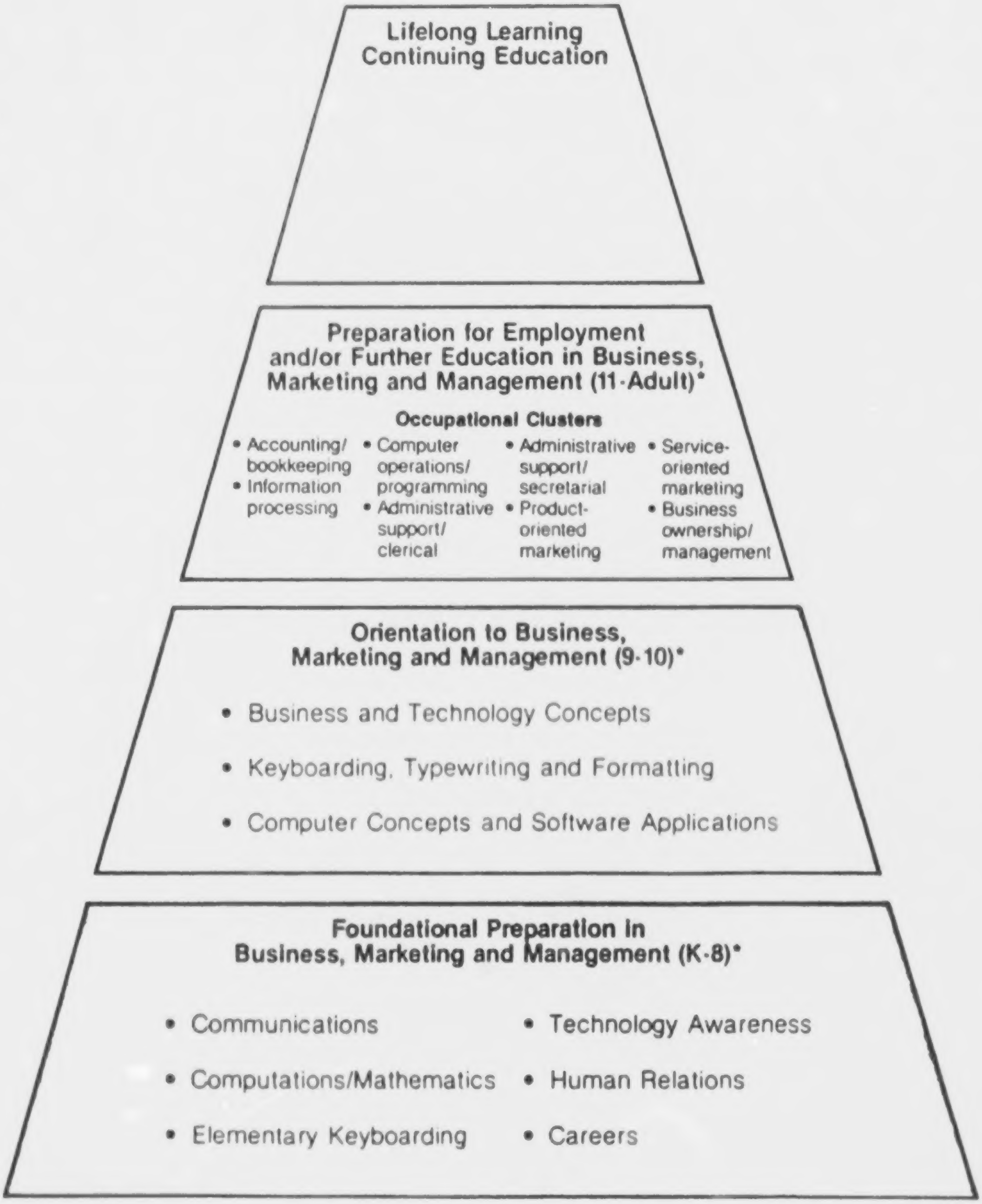
Each curriculum guide includes a wide variety of teacher and student activities which provide extensive flexibility for implementation. Information on how to integrate the activity objectives of the Illinois Plan for Business, Marketing and Management into the State Learning Goals is also included.

The Illinois Model for Business, Marketing and Management Education is presented on the following page. This model presents the suggested areas and grade levels of study.

The Illinois State Board of Education is committed to assisting Education for Employment Regional Systems in the development of quality vocational education programs. The activities outlined in this product have been designed to prepare persons for employment and/or further education in the field of business, marketing and management occupations.

Sincere appreciation is extended to the vocational educators and business and industry representatives who assisted in the development and field-testing of this curriculum.

The Illinois Model for Business, Marketing and Management Education



Lifelong Learning
Continuing Education

Preparation for Employment and/or Further Education in Business, Marketing and Management (11-Adult)*

Occupational Clusters

- Accounting/bookkeeping
- Information processing
- Computer operations/programming
- Administrative support/clerical
- Administrative support/secretarial
- Product-oriented marketing
- Service-oriented marketing
- Business ownership/management

Orientation to Business, Marketing and Management (9-10)*

- Business and Technology Concepts
- Keyboarding, Typewriting and Formatting
- Computer Concepts and Software Applications

Foundational Preparation in Business, Marketing and Management (K-8)*

- Communications
- Computations/Mathematics
- Elementary Keyboarding
- Technology Awareness
- Human Relations
- Careers

*Suggested Grade Levels

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UNIT A: THEORY OF COMMUNICATION

UNIT PLAN

Introduction

This unit identifies the most common variables affecting the accurate transfer of meaning from one person to another. In any communication situation, numerous stimuli bombard the listener and affect, positively or negatively, the primary message the speaker seeks to convey. Understanding these variables provides students with tools for investigating, predicting and controlling individual communicative behavior.

Topical Outline of Unit

THEORY OF COMMUNICATION

1. What is Communication
    a. Definition of communication
    b. Definition of information

2. Three Theories of Communication
    a. Linear
    b. Interactional
    c. Transactional

3. A Communication Model for the Process of Communication
    a. Environment/situation
    b. Channel
    c. Message
        (1) primary
        (2) complementary
        (3) auxiliary
    d. Noise
    e. Feedback

4. Barriers to Communication
    a. Channel overload
    b. Differing mind sets
    c. Bypassing
    d. Different backgrounds
    e. Not enough feedback
    f. Influence of time

5. Strategies for Overcoming Barriers
    a. Expand the channels--don't overload
    b. Be aware of differing mind sets

c. Preview
d. Solicit/provide feedback
e. Paraphrase/restate
f. Realize listener is receiving new information
g. Use analogies/comparisons
h. Select the right time--provide enough time

Unit Objectives

Upon completion of this unit, students will be able to pass an objective test which lists the terms learned and to match them accurately with the correct definitions of the terms. The students also will be able to pass a subjective test which asks them to diagram the communication model presented in class, to accurately label each component with the correct term, and to explain the meaning and significance of each term.

Students will be able to

1. Define communication.
2. Analyze communication concepts and complexities.
3. Define the term information.
4. Discuss why knowledge of the definitions of communications and information are important to a speaker.
5. Distinguish among the linear, interactional and transactional theories of communication.
6. Analyze situations that illustrate principles inherent in each of the theories of communication.
7. Draw a communication model employing the terms channel, message, feedback, noise and environment/situation.
8. Explain the meaning and significance of each term in the communication model.
9. Identify and describe four common reasons for communication failure.
10. Describe at least five methods which one should employ to overcome the most common barriers to communication.
11. State three reasons why knowledge of the theory of communication is important in the business environment.
12. Provide students with an opportunity to assess conflict and to make ethical choices relative to competing values and standards to anticipate the consequences of these choices.

General Comments

This unit should precede other communication units. Application and discussion of the theories in later communication activities will strengthen student recall of communication theory and will provide psychological unity of the course. All activities in this unit should be completed before attempting to assess the students' learning.

The activities suggested for this unit employ the game theory approach. Since theory is abstract, the games give the students an opportunity to observe and to critique their communication behavior and that of their classmates in a controlled setting. The games provide the means by which students can understand and evaluate the various theories presented in class.

SUGGESTED STUDENT ACTIVITIES

Activity Name: What is Communication? A-1
Unit Objectives 1, 2, 3 and 4

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will be stimulated to think as to the meaning and complexity of communication.

Facilities or Materials Needed

Pen/pencil and paper
Communication Game, One-Way Geometric Model handout

Description of Activity

Lead a class discussion similar to the following:

When we use the term communication, what do we mean? How would we go about describing communication? How would we define it? Let's put a list of ideas on the board and see if we can come to some agreement. Who wants to make the first suggestion?

The instructor should guide the students to the following conclusion: Communication is defined as the act of creating meaning between two or more people.

Then the instructor should offer a definition of information. Information is knowledge which is unknown to the receiver or which is not clearly or accurately understood by the receiver.

We are now going to demonstrate why knowledge of this definition is important.

Do any of you think you are a good communicator? Who would like to volunteer to be the communicator for a simple exercise? Does anyone want to nominate someone?

Once the instructor has a volunteer, conduct the One-Way Communication Game.

Duplicate the geometric model on the next page and hand it to the volunteer with the following instructions:

The class members will now take out a blank sheet of paper. As the volunteer, your task is to describe verbally how to reproduce the image drawn on the piece of paper in your hand.

However, you are to turn around so that you have your back to the class.

Be careful that you do not hold the page so high that someone in the class can see it.

One additional rule: The class is not allowed to ask questions, say anything, or make any noise that would give you a clue as to your progress.

Allow the volunteer enough time to get through four geometric figures--about 7 to 10 minutes. Then have him or her silently walk around the class to look at the figures the class has drawn. Do not allow anyone to say anything.

Next, have the volunteer return to the front of the class where he or she once again will turn his or her back to the class. The class should begin a new sheet of paper. Now, however, allow the class to ask questions, make comments, etc. Continue for 10 minutes and allow the volunteer to once again view his or her progress.

Following this exercise, lead a class discussion based on the following questions.

1. During the first sketch, what effect did the rule that forbade questions and eliminated talking except by the person giving directions have on you? Why?
2. How did your first and second sketches compare with the original geometric model? With other class members' sketches?
3. What specific type of difficulty did you experience in this exercise? Why? What caused this difficulty?
4. How adequately did the person giving directions perform? What particular problems did he or she have? Why?
5. What implications does this exercise have for you? For business?

Suggested Length of Activity

A 50-minute class period

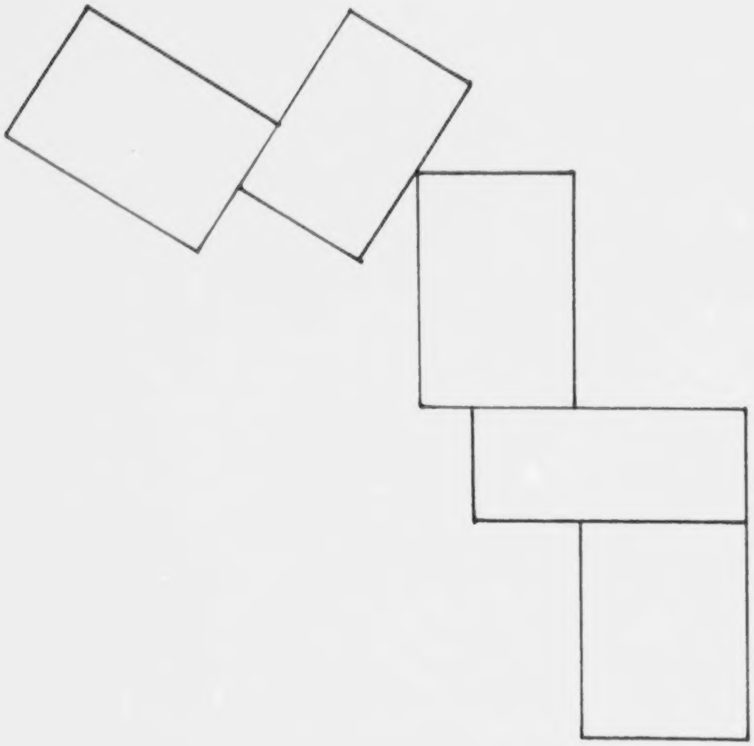
Suggestions for Evaluation

Students could be asked to present in essay format their thoughts of what communication and information are and why two or more people may have difficulty communicating. The implications of this difficulty of communication should also be discussed.

Name________________________

ACTIVITY A-1: COMMUNICATION GAME

ONE-WAY GEOMETRIC MODEL



Activity Name: Three Common Theories of Communication A-2
Unit Objectives 5, 6 and 11

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

This activity should help the students become aware of the limitations and/or advantages of one-way and two-way communication models.

Facilities or Materials Needed

None

Description of Activity

Describe why you played the game the previous class period and explain what you hoped the students would learn from it. Describe what you saw. Your lecture will sound something like the following:

One of the reasons I had you play the one-way communication game last period was to show you how difficult communication really is. Much of our communication with others is descriptive in nature. Have you ever tried to assemble a product from the directions which are provided? Even with a preliminary comment, such as "It's so easy a child could put it together," directions are usually difficult to follow!

We constantly describe how we look, feel, dress or act, forgetting that the words we use may be interpreted differently by others.

Since communication is so complex, I would like to talk about what leading scholars in the field of communications identify as the major reasons for many of our communication problems.

To begin, let's look at three common theories of communication. (The instructor should list each of the three theories of communication on the board as he or she talks about them.)

The first theory of communication is the linear theory. The linear theory is a one-way view of communication (draw a simple diagram) in which I say something to you, and it goes from me to you.

The hypodermic needle analogy is often used to illustrate this theory. Believers of this theory hold that what people say is completely received by the listener in its intended form.

Most people would deny following this theory; but if you could witness their communication patterns over a period of time, you would find that they actually practice this theory. "If someone gets the wrong message, it's his or her fault. He or she either didn't listen, or is too stupid to understand!"

When we played the One-Way Communication Game yesterday, which method of communication best illustrated the linear theory of communication? It was the first method when __________ gave directions, and you were not allowed to give any feedback. After all, believers of this theory do not need feedback.

The second method we used illustrated the second theory of communication, the interactional theory. With all the emphasis on communication the past twenty years in business, most people are aware of this theory even though they may not do a good job of practicing it at work or at home.

This theory is a vast improvement over the linear theory. Here the notion of feedback is introduced. (Draw a quick diagram of a message going from speaker to listener with a feedback loop.)

Yesterday you saw for yourselves the improvement in communication when you could question and discuss the information __________ was sending.

The third and most contemporary model of communication is the transactional model. From the transactional viewpoint, communication can be thought of only within the context of a relationship between two people. Instead of a two-way flow, we have simultaneous communication going on all the time--some verbal, some nonverbal. The transactional model emphasizes that all behaviors are communicative--that it is impossible for one not to communicate.

Let me illustrate what it means to say that it is impossible to refrain from communicating. Suppose __________ is prone to come to class late all the time. He/she is communicating to us the fact that he/she is late; but what else could be communicated? To me, the teacher? To you, the students?

Suppose I give a homework assignment with the only instructions being that I want it to be turned in the day after tomorrow. Five of you will type the assignment very neatly for the first time this semester. What does that communicate?

Suppose you see a friend in the hall on the way to the principal's office. Would you get any ideas as to why your friend was going to the principal's office because of his/her looks or overall body language? How would your friend look if told that the principal wants to see him/her because of a letter from Harvard stating that this individual had won a full scholarship? How about if the student was on the way because of having put a snake in Mrs. ________'s desk drawer and getting caught? Would the student enter the door to the principal's office differently from your Harvard friend? Of course, and that is the point of the transactional theory.

There is a book with an interesting title: Nothing Never Happens. What does that mean? Something is always happening, and each of us is communicating all the time whether we want to or not. And each of us interprets what is happening differently because of our differing interests, backgrounds, physical abilities and other considerations.

Everything communicates! How do you feel on cloudy days? Windy days? Does the color of a room affect you? Space communicates. Would you feel uncomfortable in a restaurant if you were the only one at the counter and the next person who came in sat right beside you? He/she is invading your space!

If someone talking to you had a sweater on backwards, would you be able to concentrate on the spoken message? Do you see what I mean? Something is always happening in the environment, and those events will affect positively or negatively the successful transmission of the message or the successful reception of the message.

We need to look at this concept in a little more detail for the next couple of days. Tomorrow I am going to present a model of communication and then explain the rules for a communication game we are going to play the day after that. Then we will discuss the implications of the tinker toy game. We will look at what happened, evaluate what happened, and discuss its relevance to us and to business.

Suggested Length of Activity

A 50-minute class period

Suggestions for Evaluation

Have the students describe and/or draw models for each of the three theories of communication.

Activity Name: The Model of Communication A-3
Unit Objectives 7, 8 and 11

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will be presented a conceptual model of the most important variables present in a typical two-way communication.

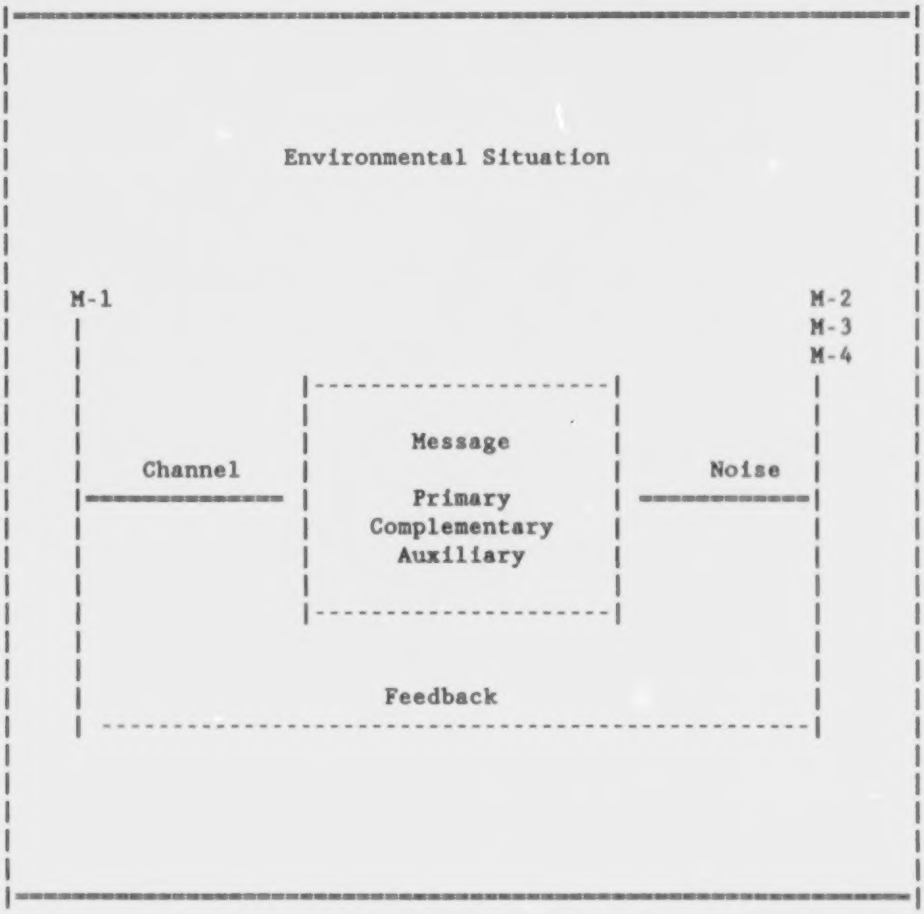
Facilities or Materials Needed

Communication Model (make an overhead transparency or chalkboard drawing)

Description of Activity

Place the communication model that follows on the chalkboard or overhead as you discuss each component of the model. Explain the terms and provide examples to which the students can relate. A sample lecture is presented on the next page.

COMMUNICATION MODEL


Environmental Situation
M-1
M-2
M-3
M-4
Message
Channel
Noise
Primary
Complementary
Auxiliary
Feedback

Here we have a model illustrating the most common variables affecting communication. If we could take a picture of what was occurring, these are the components we would see. Each component can be either positive or negative in its influence on communication.

Explain the model and provide examples. Begin by noting that you have symbolized (M-1) the message that someone wants to send. Ask the question, "Why is it that when we send M-1, it often gets all mixed up and comes out M-3 or M-4?" The model seeks to answer this question.

1. Environment/Situation

   This is where communication takes place, why it takes place, and when it takes place.

   A proposal of marriage is carefully planned to take these variables into account. A telephone call at 3 a.m. is different from one at 3 p.m. Students who want teacher conferences at lunch time are not planning very well if they do not offer previous notice. When time is short, communication is unsatisfactory. We tend to rush information and rely on verbal channels.

2. Channel

   This method is the one the speaker uses to transmit a message. It could be language, gestures, visual aids, the phone, a letter, etc. We often overload the channel, resulting in "information overload." For example, if the information is new to the listener, the channel should be broadened to include visual aids.

3. Message

   a. The Primary Message is the idea the speaker wants to transmit.

   b. The Complementary Message is the planned use of additional channels, usually hand gestures and planned nonverbal cues.

   c. The Auxiliary Message is unplanned nonverbal cues and is the listener's perception of the speaker's personality and physical appearance.

   Each message may be positive or negative. The listener determines whether each of these messages is positive or negative.

4. Noise

   These are the distractions present in the communication environment and the psychological distractions present in the speaker's message as discussed above. Or these could be distractions that exist within the listeners. They may have something on their mind worrying them. They may be hungry. Or they may disagree strongly with what the speaker is saying.

5. Feedback

Feedback is more than the verbal response of the listener. It also includes the nonverbal messages the listener is transmitting to the receiver. The process discussed previously actually reverses itself. Thus, the model illustrates the transactional nature of communication.

Suggested Length of Activity

A 50-minute class period

Suggestions for Evaluation

Present the complete model of communication and have the students describe the model in essay format, or have the students construct this model and describe its components in essay format.

Activity Name: The Tinker Toy Game A-4
Unit Objective 4

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

This activity illustrates the importance of employing multiple channels to convey information and to solicit/provide feedback.

This activity provides students with an opportunity to assess conflict, to make defensible ethical choices relative to competing values and standards, and to anticipate the consequences of these choices.

Facilities or Materials Needed

A set of Tinker Toys (a set of building blocks could be substituted if Tinker Toys not available)
Tinker Toy Game, Observer's Sheet handout
A box to conceal the Tinker Toy model

Description of Activity

Assemble an unidentifiable object with the set of Tinker Toys. It need not be too complex. Separate the remaining Tinker Toys into two piles and put each pile into separate sacks. Place these in a box. Your model should be concealed. Conduct the game.

In class, divide the students into four groups: the Blue and Green groups, each of equal size; the Red group; and the Observers. The last group should consist of four members. Each group should meet in a separate corner of the room (if at all possible, the Red group with the model should meet in the hall to shield the model and to prevent monitoring of its progress).

The Red group has a completed Tinker Toy model concealed in a box so that only their group members can see it.

The Blue and Green groups each have a sack of Tinker Toy parts with enough pieces in each sack so that both groups can reconstruct the Red group's Tinker Toy model. The object of the game is to see which group, the Blue or the Green, can successfully reconstruct the unseen model in the least amount of time.

The Red group selects one messenger; the Blue and Green groups each select one runner. Out of earshot of the groups, the Red messenger gives one unit of information to the runners who return to their respective groups and repeat the instructions. The runners meet with the messenger as often as necessary until either the Blue or Green group decides it has reconstructed a satisfactory copy of the Red group's model.

The observers may split up to watch a group individually, or all may watch all groups. At least one observer should watch the interaction between the Red messenger and the Blue and Green runners at all times during the game. Observers may not communicate their findings to the other groups; observations should be recorded on the Observer's Sheet.

All players should observe the following rules (observers will enforce the rules):

1. Red messengers: Give only one unit of verbal information at a time. Do not include the color of the Tinker Toy pieces in your information.
2. Blue and Green runners: You may not ask a question of the Red messenger during the first 25 minutes of the game, but you may ask him or her to repeat the instructions. During the last 10 minutes of the game, you may question the Red messenger.
3. Red messengers and Blue and Green runners: Do not use any nonverbal techniques (i.e., gestures, pictures, etc.) to convey information.

When either the Blue or Green group signals that it is done, or when 35 minutes have elapsed, the game ends. Compare the Blue and Green models with the Red group's original Tinker Toy model. The Observers should then briefly describe and analyze the communicative behavior of the class during this exercise.

This game provides several opportunities for the discussion of ethics. Students will find themselves in several ethical dilemmas where they must choose between conflicting standards or values.

For example, through participation in this exercise students may have to choose between doing for themselves and doing for others. Also, they may need to decide between loyalty to their friends or violating this loyalty. Further, they are placed in a situation where they will have to decide whether group allegiance is more important than personal desires.

Students are allowed to make free choices and should be led to see the consequences based upon the choices made. For instance, students will decide whether or not rules of the game should be followed and whether or not they should expose wrong doing on the part of other students or simply mind their own business.

Suggested Length of Activity

A 50-minute class period

NAME_______________________

ACTIVITY A-4: TINKER TOY GAME

OBSERVER'S SHEET

Use the following questions as guidelines for observing the communication behavior of the players in the Tinker Toy game. Write your observations on this sheet.

1. Did everyone in the group contribute? Who contributed the most? Who contributed the least? Why?

2. Did anyone not listen well? Who? Why?

3. Did any confusion exist because of a misunderstanding of terminology?

4. What effect occurred in the game when the runners were allowed to ask questions of the Red messenger?

5. Describe how the Red group planned its strategy. Was it effective? Did they follow their strategy? Why did they change their strategy?

6. Additional observations:

Activity Name: Identification of Barriers to Communication and Methods to Employ When Communicating Information A-5
Unit Objectives 9, 10 and 11

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Objectives of this activity are to have the students analyze the effect of restricting the channels of communication in the game, to have students evaluate the use of feedback during the last ten minutes of the game as opposed to the lack of feedback earlier, and to consider strategies to overcome the barriers to communication.

Facilities or Materials Needed

Appropriate copies of Observers' Sheets from the Tinker Toy Game
Suggestions for Giving Instructions handout

Description of Activity

In this class period, form new groups each containing a representative from the Red, Blue, Green and Observer groups to discuss the following questions.

1. What communication difficulties did your group experience?
2. Recognizing the problem that faced the Red messenger, how would you have described the Tinker Toy model to the Blue and Green messengers?
3. How did questioning by the Blue and Green runners facilitate the flow of information? Why?
4. How might the use of other forms of communication (gestures, drawings, pictures, etc.) have improved the flow of information?
5. To what extent did the difference in each person's background hinder the flow of communication? Did the messengers use unfamiliar words in their descriptions?
6. What was your reaction to the Observers? Did you feel comfortable or uncomfortable with them in your group? What might have been your reaction had the Observer become a participant in your group? How might this action have affected his or her observations? Why?
7. Identify four common reasons for communication failure which were illustrated in this game.
8. Suggest at least five methods which one should employ to overcome the most common barriers to communication you have identified.

9. State three reasons why knowledge of the theory of communication is important in the business environment.

The teacher should guide the discussion, having students recognize some of the possible strategies to use in order to communicate effectively by incorporating the students' comments into the discussion. Following the discussion, the teacher should distribute copies of the Suggestions for Giving Instructions handout. Go over the handout with the students.

Suggested Length of Activity

A 50-minute class period

Suggestions for Evaluation

The buzz group discussion provides immediate evaluation, and a test at this point is not necessary. At a later date the instructor could list the terms mentioned in the unit and list their definitions, scrambling their order. Students could then match the definitions to the terms. One idea is to present the complete model of communication and have students describe the model in an essay format.

NAME______________________

ACTIVITY A-5: SUGGESTIONS FOR GIVING INSTRUCTIONS

1. State the desired objective; the goal or the overall picture.
2. Be familiar with the material to be presented.
3. Get the attention of your partner before beginning.
4. Give instructions in a logical order (time, space or some other sequence).
5. Know your partner and speak his/her language; relate to him/her in terms of his/her experience.
6. Establish a common terminology by explaining new terms in relation to older, understood terms.
7. Establish a system of orientation; use a clock face, a map, up-down, right-left.
8. Be concise, clear and simple.
9. Use analogies and comparisons.
10. Give enough information to clarify but not to confuse.
11. Use short units of information.
12. Be patient.
13. Demonstrate.
14. Use visual or audio aids.
15. Give time for feedback; encourage feedback; check progress.
16. Use more than one teaching method.
17. Motivate the receiver.
18. Establish a system of follow-up.

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UNIT B: LISTENING SKILLS

UNIT PLAN

Introduction

Everyone--students and teachers--can benefit from instruction for improving listening skills. The average listener operates at a 25 percent effectiveness/efficiency rate. The best way to improve listening skills is to have a unit specifically aimed at improving all aspects of listening.

Overview of Unit

This unit introduces many ways to improve listening skills. Students will learn to overcome the barriers to good listening. They will become active, not passive, listeners. Students will become aware of the importance of good listening to success in their personal and business lives. Students will also identify their listening strengths and weaknesses and strive to improve them, not only during the unit of instruction but throughout the school year and beyond.

Topical Outline of Unit

LISTENING SKILLS

1. Importance of Listening Skills
   a. Difference between listening (thinking) and hearing (physical)
   b. Active listening
   c. Importance of listening to total communication process

2. Characteristics of a Good Listener
   a. Concentrates
   b. Recognizes and minimizes distractions
   c. "Listens" to nonverbal communication and key feeling words
   d. Identifies speaker's purpose and main ideas
   e. Restates facts to verify understanding

3. Factors Influencing a Listener
   a. Maturity level
   b. Health
   c. Experience
   d. Motivation and interest
   e. Vocabulary
   f. Ability to physically hear speaker clearly

4. Barriers to Good Listening
    a. Emotional Interference
        (1) prejudice
        (2) anxiety
    b. Disinterest
        (1) boredom
        (2) daydreaming
        (3) faking attention
        (4) turning off the speaker
    c. Physical and environmental conditions
        (1) loud noises
        (2) interruptions
    d. Inside distractors
        (1) poor listening attitude
        (2) inadequate knowledge of what is being said
        (3) lack of listening skill
    e. Outside distractors
        (1) noise and confusion in the surroundings
        (2) people who speak too rapidly, too slowly, or with an unfamiliar accent

5. Levels of Listening
    a. Casual
    b. Conversational
    c. Factual
    d. Social

6. Personal Assessment
    a. Importance of self-evaluation
        (1) effective listening self-evaluation
        (2) personal improvement plan
    b. Importance of evaluation by others

7. Techniques for Improving Listening Skills
    a. Personal listening improvement plan
    b. Concentration
    c. System for remembering names
        (1) repeat during conversation to lodge it in memory
        (2) make word associations with the name
    d. Recording telephone messages
        (1) spell words to be sure
        (2) fill in all blanks on message form
        (3) write legibly
        (4) repeat numbers carefully
        (5) repeat entire message when finished
        (6) be polite

- e. Avoid being an emotional listener
    - (1) be aware of "red flag" words
    - (2) concentrate on speaker's words and not on physical mannerisms or appearance
- f. React to speaker
    - (1) indicate that the message has been received and understood
    - (2) implement effective listening habits
- g. Follow directions
    - (1) sequentially arranged instructions
        - (a) maps
        - (b) how-to-do instructions
    - (2) unorganized instructions

8. Conclusion and Evaluation
    - a. Final activity to test listening improvement skills
    - b. Self-evaluation and personal improvement plan update
    - c. Objective and essay test

Unit Objectives

After completing the learning activities for this unit, students will be able to

1. Differentiate between hearing and listening.
2. Recognize and minimize barriers to good listening.
3. Be an active listener.
4. Realize that good listening is vital to the entire communication process.
5. Concentrate on a speaker's message and recognize key words that indicate feelings.
6. Recognize nonverbal behaviors that aid in listening.
7. Listen to a speaker and recognize the purpose and main ideas.
8. Combat emotional interference to good listening.
9. Recognize the different levels of listening.
10. Recognize their own listening strengths and weaknesses and strive to improve them.
11. Remember names after being introduced.
12. Correctly receive and record telephone messages.
13. Follow sequentially arranged or unorganized directions and instructions.
14. Assess conflict and make defensible ethical choices relative to competing standards and values and to anticipate the consequences of these choices.

Instructional Strategies

A unit about listening skills should be combined with a discussion of nonverbal and oral communication. These three areas are closely related in the interpersonal communication process.

Many courses could utilize all or parts of this unit: business communications, office procedures, word processing, machine transcription, shorthand, management, sales and marketing. Activities could be created that specifically relate to the course. For example, in management an activity simulating a teleconference meeting could be used to emphasize the importance of listening skills. Teachers are encouraged to include activities related to courses of study, geographical regions and environments of the students. Not all of the activities included could be used in a two-week unit. Teachers should, therefore, choose the student activities that fit the course and student needs.

Teachers could emphasize the importance of active listening by avoiding repetition of classroom instruction. This practice can be a difficult one for teachers as well as for students--one that takes patience and consistency. Rather than the teacher repeating directions, have students repeat the directions for the class.

In addition to a specific course or unit, teachers can enhance positive listening and learning behaviors in everyday classroom activities by

1. Recognizing that learning success is primarily the result of good listening skills.
2. Accepting that each person needs to fine-tune his/her listening skills.
3. Realizing that most students have had no training in how to listen and that they need help.
4. Caring about students' listening behaviors and expressing concerns.
5. Insisting that the students look at the speaker.
6. Suggesting that students respond to the speaker with nods, frowns, questions or general comments.
7. Minimizing listening distractions (corridor traffic, outside noises) to maximize the desired listening and learning environments.
8. Expressing daily listening and learning objectives.
9. Using a vocabulary that is appropriate for the listeners' level.

The students' activities follow the topical outline. Each activity identifies the topic outline material to be explained and reinforced by the activity. A general objective of each activity is included to guide teachers and students to the desired goals.

Evaluation Ideas for Unit

Most of the activities included in this unit are best suited for class discussion. Some could be written assignments. The teacher may choose to give credit to students for participation. Evaluation of all the activities will be determined by the teacher.

A unit evaluation could be an objective and essay test. Sample questions are included in the conclusions and evaluation section. An added twist to test listening skills is to read a fairly complex story (a recent newspaper or magazine story of interest to the students) and have them answer questions about the story. Students will have to apply the listening improvement skills learned to be able to answer the questions accurately.

SUGGESTED STUDENT ACTIVITIES

Activity Name: Personal Assessment B-1
Unit Objectives 1, 4, 6, 9, 10 and 14

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will recognize their own listening strengths and weaknesses. After completing the self-evaluation, students will develop a Personal Listening Improvement Plan in priority order.

Facilities or Materials Needed

Effective Listening Self-Evaluation Form (self-evaluation forms for listening skills are readily available in most communication textbooks; one good example is provided by Western Tape, P.O. Box 69, Mountain View, CA 94042)

Personal Listening Improvement Plan handout

Description of Activity

This activity should be used during the first day of the unit. Have students (and teachers) complete the form as homework and use it as a way of introducing the importance of improving listening skills. This technique is good for emphasizing that EVERYONE needs to improve. Teachers should return to this form at the end of the unit for reevaluation.

Teachers should explain the difference between hearing something (involves no active participation, thinking or concentration) and listening (involves active participation, thinking and concentration). Depending on any given situation in which individuals may find themselves, individuals will only hear or truly listen with varying degrees of intensity.

Suggested Length of Activity

Approximately 10 to 15 minutes for discussion of the Self-Evaluation Form and 10 minutes for discussion of the Personal Improvement Plan

Suggestions for Evaluation

Description of the Effective Listening Self-Evaluation:

Students are to thoughtfully answer each question on the self-evaluation form. Then the students must tally a "score" and evaluate their strengths and weaknesses. The forms should be completed as homework in order to allow students as much time as necessary to consider each question. Teachers should discuss each question on the form and its importance in the listening process.

Description of the Personal Listening Improvement Plan:

After discussing the self-evaluation form in class, teachers should distribute the improvement plan. Students should analyze their weaknesses and complete the form. Teachers should guide this form's completion. Weaknesses should be considered for any item on the self-evaluation that is answered "sometimes" or "never." Students should consciously think about the improvement plan and try to change their behaviors in the areas that need improvement. Students should also be encouraged to seek the input of others (parents, teachers, friends, etc.) in formulating their self-improvement plans. Have the students ask these individuals what they think about the students' listening habits and abilities. Teachers should return to this form at the end of the unit.

Name____________________

ACTIVITY B-1: EFFECTIVE LISTENING SELF-EVALUATION FORM

(To be selected by teacher)

Name______________________

ACTIVITY B-1: PERSONAL LISTENING IMPROVEMENT PLAN

Section I: Improvement Plan

Date	Item No.	What I Do Wrong	What I Should Do

Section II: Evaluation

Date	Item No.	Have I Corrected the Problem--Yes or No?

Activity Name: Concentration B-2
Unit Objectives 4, 5 and 7

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will understand the importance of concentrating on the speaker when listening.

Facilities or Materials Needed

Prerecorded cassette tape of common sounds--birds, truck, child, etc.
Pen/pencil and paper

Description of Activity

This activity emphasizes active, not passive, listening. Use this activity near the beginning of the unit to emphasize concentration skills.

This activity has two parts. First, the students are to close their eyes and concentrate on listening to all the sounds in the room. Teachers should allow for the natural sounds of the room as well as provide a tape recording of common sounds. Students should concentrate for 4-8 minutes (teacher's decision). A shorter time period is probably best. Second, as time is called, students are to write down as many sounds as they remember. Allow five minutes for students to write the sounds they identified and remember. Then the students can compare lists to determine the accuracy of their concentration skills.

Suggested Length of Activity

Approximately 20 minutes--5 to 8 minutes for listening, 5 minutes for writing, and 8 to 10 minutes for discussion

Suggestions for Evaluation

No formal evaluation is necessary at this point. The informal evaluation of students comparing their lists or their raised hands indicating the number of sounds identified is sufficient.

Activity Name: Concentration B-3
Unit Objectives 4, 5 and 7

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will understand the importance of concentration as a characteristic of a good listener.

This activity emphasizes active, not passive, listening. Use the activity near the beginning of the unit to emphasize the concentration skill.

Facilities or Materials Needed

Text on Illinois or new text created by teacher
Pen/pencil and paper

Description of Activity

Teachers will read the text. The students are to concentrate on counting the number of times "Illinois" is heard. The teacher may decide the speed at which the text will be read. At the end of the reading, survey the students to determine how many heard "Illinois" repeated the correct number of times. Teachers may choose to have the students write down the number of times on paper.

Suggested Length of Activity

Approximately 10 minutes

Suggestions for Evaluation

No formal evaluation is necessary for this exercise. The informal survey asking students for the correct number of repetitions is sufficient

ACTIVITY B-3: TEXT ON ILLINOIS
(TEACHER'S COPY)

Illinois is a very diverse state. How much do you know about your state of Illinois? It is called the Land of Lincoln because Abe Lincoln was from Illinois. Springfield, which is in central Illinois, is the capitol of Illinois. The governor and legislature work there. Kaskaskia Island was the first capitol of Illinois. This island has shifted from Illinois to Missouri over the years but is now an historical part of Illinois.

To the rest of the world, Illinois is known for its largest city, Chicago. The State of Illinois building is in Chicago. But Illinois has many other exciting cities and towns to visit. Illinois is also known for its parks and forests. The Shawnee National Forest is a vast forest preserve in Southern Illinois.

The Southernmost city in Illinois is Cairo. The Southern border of Illinois is formed there with the merging of the Mississippi and Ohio Rivers. There are many other historical river towns in Illinois for you to discover.

There are many fine universities in Illinois that you may want to visit and consider attending. The University of Illinois is the land grant university in Illinois and is supported by federal and Illinois tax dollars. Other universities in Illinois are supported by Illinois tax dollars--Northern Illinois University, Illinois State University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, Eastern Illinois University and Western Illinois University. There are many other universities in Illinois, too.

Explore your state of Illinois!

*** "Illinois" is used 30 times.

Activity Name: System for Remembering Names B-4
Unit Objectives 3, 4, 6 and 11

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will devise a system for remembering names after being introduced to a person. The importance of remembering names in the businessworld should be stressed.

Facilities or Materials Needed

Teachers should prepare cards with fictitious names and descriptions, using the examples given on System for Remembering Names, Sample Names and Descriptions list. Create names and occupations familiar to the students' areas, and use them in preparing more cards. Since one of the purposes of this activity is to help students learn to remember names, include some unusual names. Be sure to have the proper number of male and female fictitious persons for the class.

Description of Activity

Teachers should first discuss a system for remembering names and introduction skills. Role playing may be used to show introduction skills. The class should be divided into pairs. Give each student a card with a fictitious name and a short description of the person on it. Students should be allowed time to study their cards. They are then to role play meeting each other for the first time at a professional meeting. Allow five minutes for this part of the activity. Then have each person introduce his or her partner to the rest of the class. They are to introduce the person by name (pronounced correctly) and tell something about that person.

Suggested Length of Activity

Time will depend on the number of pairs of students and the number of introductions being made--five minutes for students to work in pairs, three minutes per student to introduce partner, and ten minutes for final discussion.

Suggestions for Evaluation

The teacher may devise a very short evaluation sheet with points assigned for such factors as how the student introduced the partner, the correct pronunciation of the name, sufficient details given about the person being introduced, projected confidence, voice control (volume, pitch, note of speech), and nonverbal behaviors such as eye contact.

ACTIVITY B-4: SYSTEM FOR REMEMBERING NAMES

SAMPLE NAMES AND DESCRIPTIONS
(TEACHER'S COPY)

Ms. Karen Wosniski
SIU-C Professor of Business Education
Member of IBEA
Has taught at high school and at community college level
Interested in word/information processing
Not married
Enjoys water skiing and cooking

Mr. Gary Bookler
Married to Karen, two children (boy and girl)
Enjoys swimming and softball
University of Iowa graduate in engineering
Keller Management College graduate with MBA
Vice President of Illinois Gas Company

John Smith
Carpenter with own business
Specializes in building houses
Married with two children (2 boys)
Is involved with the United Cerebral Palsy charity in his town

Ms. Mary Ellen Jones-Carpenter
Salesperson for a plastics company
Worked for them for seven years in the Midwest area.
Does a lot of traveling by plane and car and is beginning to dislike it!

Activity Name: Recording Telephone Messages B-5
Unit Objectives 3, 4, 5, 7, 13 and 14

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will be able to accurately listen to and record telephone messages.

Facilities or Materials Needed

Telephone message forms for students
Recording Telephone Messages, Sample Messages (or other texts of messages) to be dictated by the teacher or used for role playing

Description of Activity

This activity is best suited for a unit discussing telephone techniques. The activity can be used in either of two ways or in a combination of the two ways.

1. Teachers can dictate the message and have the students fill in the forms. This way is a good one to begin learning telephone message-form techniques.
2. Role playing is an excellent way to practice telephone techniques. Each student must ask the correct question, repeat numbers, and be polite and friendly to the caller. The teacher or another student may play the role of the caller.

Messages should be as difficult or easy as the class needs, building them from simple to more complex. Difficulty may be added in the messages by using unfamiliar accents, unhappy callers, rude people and callers with difficult names and numbers. Teachers should create these messages to challenge the students as they get better at listening to telephone callers and at transcribing the messages. Students should also be led to see the present and future consequences that can result from recording inaccurate information; e.g., embarrassment for one's self, embarrassment for one's superior, loss of a client, and conflict in various forms. Also, discuss the consequences of deliberately distorting or recording false information to advance one's own interests or to harm others. Finally, a discussion should be included about confidentiality, exposing information or minding one's own business.

Suggestions for Evaluation

The message forms should be graded for accuracy and neatness.

ACTIVITY B-5: RECORDING TELEPHONE MESSAGES

SAMPLE MESSAGES
(TEACHER'S COPY)

To Mrs. Smith on 2/28 at 1:15 p.m. from Mr. Jones of Bell Telephone. Your new phones will be delivered tomorrow between 12 noon and 4 p.m.

To Mr. Booth on 5/12 at 8:01 a.m. from Ms. Calloway of the Finance Department Ext. 3147. Please return her call before 11:45 a.m. Concerns new pension plan presentation.

To Mr. Casey on 3/31 at 9:30 a.m. from Mrs. Lange of the First National Bank 857-6634. Check number 1311 was for $2,130.20 and check number 1312 was for $717. Please call if you have any more questions.

Activity Name: Reacting to a Speaker B-6
Unit Objectives 2, 3, 4, 5, 6, 7, 8, 10 and 14

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will learn to listen for cue words in an oral presentation. Also, students will identify the purposes and main ideas of an oral presentation.

This activity may be used during the listening unit or at the end of the group of units--oral communication, listening and nonverbal communication. This activity emphasizes objectives from the three units. The presentation should be given by students and should be brief. Teachers can assist with the preparation of the presentation. The presenters should create a brief outline for the listeners to follow during the presentation. Eventually, as their skills improve, listeners will have to make their own outlines.

Facilities or Materials Needed

List of topics to be chosen by students
Brief outlines of presentation prepared by students

Description of Activity

Assign students a topic for a presentation. Use topics such as how to do something, facts about school and town, time management and telecommunication. Students should prepare a ten-minute presentation and an outline handout. The outline should be brief and should list only the purpose and main ideas. After the presentation, listeners are to complete the outline handout. The handout may be given to the listeners before the presentation or, to make it more difficult, after the presentation.

Discuss the listeners' ability to identify the purpose and main ideas. Did the listeners hear any cue words? What were they?

Teachers should also discuss other techniques to sharpen students' listening skills while listening to a speaker. For example, identify possible listening barriers (dislike of what the speaker might be wearing, inconsistent nonverbal gestures on the part of the speaker with what he/she is saying, general dislike of the speaker or his/her attitude, the speaker has nothing relevant to offer, etc.). Also, have students become aware of the speakers' nonverbals to see if they are consistent with the spoken message (eye contact, hand gestures, body movement, voice tone, etc.). Finally, make students aware that speakers may use terms that may cause students to tune-out the entire message (ethnic slurs, discriminatory language, 4-letter words, etc.). Help them to identify these terms so awareness will not stifle the listening process.

Suggested Length of Activity

This activity may be completed over a period of days or in whatever manner the teacher deems appropriate for the unit. The speech should be no longer than ten minutes. Allow time for listeners to complete the outline and for discussion of the speaker's presentation and listeners' outlines.

Suggestions for Evaluation

The listeners' proficiency may be graded by the teacher as outlines are collected and evaluated. Students should be encouraged to put in writing what made them want to listen or not listen to each speaker.

Activity Name: Minutes of Meetings B-7
Unit Objectives 3, 4, 5, 6, 13 and 14

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will be able to listen to a meeting and to record accurate, complete minutes.

This activity will provide an opportunity for students to prepare minutes of a meeting in acceptable form. It will provide the opportunity for students to compare their ability for accurate listening with other students.

Facilities or Materials Needed

List of 4 or 5 school/community meetings furnished by teacher

Description of Activity

Teachers must prepare a list of 4 or 5 meetings that will be held in the next week for the students to sign up to attend. Teachers should get permission for the students to attend the meetings. Choose meetings such as: school board, school committee meetings, community meetings and student organization meetings. Attempt to have meetings that meet after school and on different evenings of the week. This will afford all students the opportunity to be able to attend one. Allow only 3 to 4 students to go to a meeting. Teachers would find it helpful to attend the meetings selected for the students, or teachers should identify and send at least one capable student to each suggested meeting.

Students are to record and type (if they have typing skills) minutes of the meeting. Be sure that the students have a good example of correctly completed minutes and that recording minutes has been thoroughly reviewed in class.

Duplicate copies of the minutes and have the students critique the minutes for inaccuracies or omissions. Teachers should take this opportunity to discuss ethics and confidentiality as they relate to taking and distributing minutes of meetings.

Suggested Length of Activity

Allow a few days (whatever is appropriate) before and after the meetings for the students to prepare the minutes. Discussion time will vary.

Suggestions for Evaluation

Each student's minutes should be evaluated according to accuracy and completeness of sentence and paragraph structure, organization and appearance on the page.

Activity Name: Recording Numbers B-8
Unit Objectives 3, 4, 5, 12 and 14

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will improve their ability to accurately listen to and record numbers.

This activity is good for machine transcription, shorthand and office procedures courses. This activity is also an interesting way to practice numbers in a keyboarding class and to improve listening skills. Students may record numbers on the keyboard or with pen and pencil. This activity should be repeated during the unit and course.

Facilities or Materials Needed

Keyboard or pen/pencil and paper
Recording Numbers, Sample Dictation (or other texts of numbers) for teachers to read to class

Description of Activity

Students record numbers given orally by the teacher. This procedure can be completed on the keyboard or with a pen or pencil. The students record the numbers as the teacher dictates. After one line is complete, students proofread the finished line as another student or the teacher rereads it. Students should report success by a show of hands.

Begin using 1- and 2-digit numbers. Then increase to 3-, 4- and 5-digit numbers. Teachers should attempt to dictate at a steady rate. For more advanced exercises, record amounts of money, telephone numbers, order numbers, street addresses and ZIP codes.

Teachers can provide for more realism in this activity by creating descriptions and/or distractions that will further challenge the students' abilities to listen effectively.

Students should also be led to see the present and future consequences that can result from recording inaccurate numbers; e.g., embarrassment to one's self, embarrassment for one's superior, loss of a client, incorrect decision making, and conflict in various forms.

Also, discuss the consequences of deliberately distorting or recording false information to advance one's own interests or to harm others. Finally, a discussion of confidentiality, exposing information or minding one's own business should be included.

Suggested Length of Activity

Time should be short; use short lists

Suggestions for Evaluation

The recorded transcripts should be graded together in class. After students have had an opportunity to do this activity and to gain proficiency, the transcript may be graded for accuracy by the teacher.

ACTIVITY B-8: RECORDING NUMBERS

SAMPLE DICTATION
(TEACHER'S COPY)

1- and 2-digit Numbers

23 1 45 2 67 3 89 4 90 5 10 6 20 7 30 8 40 9 50 60 70 80 90 3 6
11 22 33 44 55 66 77 88 99 1 2 3 4 5 6 7 8 9 10

18 74 53 90 76 85 47 2 9 6 53 28 71 7 9 0 29 86 31 86 88 64 29 57
2 4 6 8 1 3 5 7 9 12 13 14 15 16 17 18 19 20 24 25 26 27 28 29 30

3-digit Numbers

100 101 102 103 200 201 202 300 301 302 303 111 222 333 444 555
666 777 888 999 900 123 234 345 456 567 678 789 890 901 987 876

4-digit Numbers

1122 2233 3344 4455 5566 6677 7788 8899 9900 1234 2345 3456 4567
5678 6789 7890 8900 9000 9876 8765 7654 6543 5432 4321 1515 7070

5-digit Numbers

12345 23456 34567 45678 56789 67890 78900 89000 90000 10293 47567
12903 87456 39567 28756 19502 31974 48103 29701 23861 51873 86420

Mixed Numbers

1 23 345 4567 56789 3 89 456 230 12309 2356 89 6 67 90 100 178 12
9 90 9000 90000 1 21 324 765 45 73 84 1239 760 6 5 92 323 676 878

Money

$20 $80 $100 $89 $76 $4 $5 $6 $99 $230 $2220 $33 $3 $50 $8 $5.60
$1.50 $12.20 $9.99 $199.99 $35.89 $50.01 $87.23 $3.30 $2.25

Telephone Numbers

555-5000 555-1234 356-5265 787-8900 211-3300 985-8841 369-2146
312-842-6412 619-221-1857 418-456-7890 211-555-3579 502-554-3456

ZIP Codes

62837 60565 60453 62901 60606 63854 60065 60115 61389 60535 64655

Activity Name: Following Directions B-9
Unit Objectives 3, 4, 5, 7, 13 and 14

Suggested Use of Activity

Appropriate for students at all academic levels

Objectives of Activity

Students will be able to develop an increased ability to listen attentively and to develop an appreciation for the art of listening and its importance in business situations.

Facilities or Materials Needed

Tape recorder (if the instructions are recorded)
Cassette tape (if the instructions are recorded)
Pen/pencil and paper

Description of Activity

1. The directions given below can either be dictated or put on a cassette tape. Make certain that the dictation or the recording is at a fairly slow pace, in a calm tone of voice. Where time restraints are given, make certain you give the exact time.

   Instructions:

   Get a piece of lined paper and a pencil or pen. You have thirty (30) seconds to get them.

   Fold the paper in half so the upper right-hand corner meets the upper left-hand corner and crease it carefully.

   Open it again and starting on the second line from the top, number from one to fifteen on the right-hand side of the crease and next to it.

   On the left-hand side of the crease, next to the numbers you have written, letter from A to O.

   Write your name on the third line from the bottom in the lower left-hand corner.

   Print the date on the top line--starting at the left.

   On the line you numbered 11 and to the left of the letter, print your birthdate.

Put the name of the class you are in in the upper right-hand corner.

Turn the paper sideways so that the top margin is on your right, and put Roman Numerals one through ten in the spaces between the lines at the top of the page starting with the third space from the right and working toward your left.

Turn the paper to its original position and, on the lines you have numbered one through five, list five requirements of good listening. You have one minute.

Turn the paper over and on the back write the number of these instructions you think you followed correctly. There were ten instructions.

2. If you record the instructions on tape, list as the last instruction on the tape to have them stop the recorder and rewind the tape to the beginning of the test.

3. Another set of instructions which might be followed is:

Go to the chalkboard and write your name in (pink chalk) near the top of the left board, (Karen).

Bring your (clerical practice) textbook to the front of the room, lay it on the floor on the right side of the teacher's desk, and return to your desk by the outside aisle, (Robert).

Raise your right hand and wave your index finger, (Henry).

Put your (shorthand) notebook underneath your textbook and place both of them near the center of your desk, (Mary).

Go to the chalkboard and write the name of your school at the center of the chalkboard, (Martina).

Take a half sheet of paper, fold it into four sections, and write your initials on the lower right-hand side. Draw a circle around the initials and put a small square above the circle, (Everyone).

Create additional exercises of increasing difficulty as students' listening improves.

Change the activity before the students tire of it.

Read instructions more rapidly as the class becomes more proficient in listening, or have students listen to all instructions before performing any of the directed activities. Increasing the memory load becomes part of the goal.

Choose remedial or substitute listening activities for students who cannot do the exercises. Use the procedure to discover why students don't listen, can't listen, can't hear (physical problem) or other.

Again, use this activity to lead students to see the present and future consequences, for themselves and for others, that can result from their not effectively listening and following instructions.

Also, discuss the consequences of deliberately distorting or ignoring instructions that might serve to advance one's own interests or to harm others. Finally, a discussion of confidentiality and exposing certain instructions or keeping them to one's self should be included.

Suggested Length of Activity

Approximately 15 to 20 minutes for each set of instructions

Suggestions for Evaluation

No formal evaluation is necessary at first for these activities. After a period of time, the teacher may issue some verbal instructions to the students and continually and informally discuss completion of the instructions or assign points to these activities.

Although most instructions or directions can be given sequentially or in order, students should be given instructions in a disorganized fashion or be given various changes and revisions.

Activity Name: Listening with Distractions Present B-10
Unit Objectives 2, 3, 4, 5, 7, 8, 10 and 13

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

The students will be able to develop an ability to listen effectively despite distractions.

Facilities or Materials Needed

Pen/pencil and paper
Tape recorder
Cassette tape player

Description of Activity

Instructions for a task, facts about a letter or a duplicating process, or any other factual material are recorded and played to the entire group. Students know the purpose of listening. Planned interruptions take place: visitor arrives, student walks to teacher and asks question in voice loud enough to be heard over the tape, etc.

1. Teacher sets the stage with planned interruptions.
2. Students discuss avoiding distractions while listening.
3. Teacher instructs students to listen to recorded instructions.
4. Tape is played; interruptions occur.
5. Students repeat instructions orally or in written form.
6. Students discuss as a group their success or lack of success in screening out distractions that interrupt their listening. Students outline procedures for improving listening despite distractions.
7. Students establish personal listening goals.
8. Exercise is repeated a few days later with different factual material and different interruptions.
9. Students evaluate progress toward individual listening goals.

Use easy material and few interruptions for first use of the technique. Provide material of increased difficulty and more numerous interruptions for subsequent use of the technique.

Also, for subsequent use of the technique, include in the interruptions the necessity for the student to select from the interruptions some needed information. That is, students learn to screen out interruptions that are unimportant and to listen to those that are important.

Suggested Length of Activity

Approximately 30 to 40 minutes

Suggestions for Evaluation

No formal evaluation is necessary at first for these activities. However, after a period of time, the teacher may issue some verbal instructions to the students in either organized or disorganized fashion while interruptions occur and informally discuss their completion of these instructions. The teacher can assign points to these activities.

Activity Name: Effective Listening and Evaluation B-11
Unit Objectives 2, 3, 4, 5, 7 and 10

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

The students will develop an ability to listen for important points in an oral presentation.

Facilities or Materials Needed

Tape recorder
Aids to Effective Listening Outline handout
Pen or pencil

Description of Activity

Students tape a three-minute talk on one of the methods of copying and duplicating (such as type of copier, advantages and uses) from an outline supplied by the teacher or developed by the class.

Other students listen to the tape and summarize the major points in the presentation.

This activity provides an excellent opportunity for teachers to teach proper outlining and notetaking techniques.

1. Record 3 to 5 taped talks (each on a different method of copying) on the same tape.
2. Provide students with an outline to aid in listening supplied by the teacher or developed by the class.
3. Class discusses how to listen for the important points.
4. Students listen to the talks and summarize major points in each.
5. Talks are replayed as students check their summaries.
6. Class discusses clues provided by the speakers such as emphasis, repetition and organization that help listeners recognize important points.
7. Teacher provides repetition or additional exercises for students who fail to reach their objectives.

For the first use of this technique, be sure listeners have some knowledge of the recorded material. For subsequent use of the technique, provide material of increased difficulty to the point where the listeners have no prior knowledge of the topic.

Vary the procedure by having the students make oral presentations to the class.

Suggested Length of Activity

A 50-minute class period

Suggestions for Evaluation

No formal evaluation is necessary at first for these activities. However, after a period of time, the teacher may have the student present short talks in class. The students would be required to take notes and submit them in an acceptable written format for evaluation.

Name______________________

ACTIVITY B-11: AIDS TO EFFECTIVE LISTENING OUTLINE

Poor Listening Habits

1. Calling the subject uninteresting and refusing to listen.
2. Criticizing speaker's delivery, personal appearance, necktie, etc.
3. Getting overstimulated and preparing rebuttal before the speaker is finished.
4. Listening only for facts and isolated words.
5. Trying to make an outline of everything you hear.
6. Faking attention to speaker (doodling, fidgeting, looking at the clock, rummaging through papers, etc.)
7. Tolerating distractions.
8. Evading difficult material.
9. Letting emotion-laden words affect the listening process ("red flag words").
10. Wasting differential between speech speed (approximately 125 wpm) and thought speed (approximately 400 wpm).

Good Listening Habits

1. Accepting your responsibility as a listener and working toward the improvement of listening skills. Trying to develop a personal interest or "tuning in" to see if the content offers something useful.
2. Focusing on the speaker's message, which is ten times as important as the speaker's appearance, etc.
3. Hearing the speaker out and concentrating on what he or she has to say before passing judgment.
4. Listening for main ideas, principles and concepts. Also, gauging feelings and attitudes.
5. Listening two or three minutes before you take notes.
6. Good listening should not be relaxed. Concentration and attentiveness should be practiced and achieved.
7. Getting up and doing something about distractions--shutting a window, closing a door, requesting the person talking to speak louder.
8. Learning to listen to difficult material in order to improve comprehension and build a better vocabulary, and to obtain experience in various types of listening situations.
9. Identifying 100 greatest word barriers.
10. Making thought speed an asset instead of a liability by
    a. Anticipating the next point to be made
    b. Making contrasts and comparisons
    c. Identifying the speaker's evidence
    d. Practicing mental summarization
    e. Analyzing what is not being said

ACTIVITY B-11: LISTENING EVALUATION SUGGESTIONS
(TEACHER'S COPY)

Sample Test Questions (Teachers may use these sample questions or those of their choice.)

Multiple Choice--Select the response which is least characteristic of a good listener.

1. Your boss calls you into his/her office to talk over an unsatisfactory performance rating.
    a. Listen to the reasons you have been rated unsatisfactory.
    b. Tell her/him she/he is wrong.
    c. Restate the reasons and conclusions in your own words and then explain your point of view.
    d. Listen carefully even though you are feeling defensive and would rather not listen.

2. A guest lecturer at a class you are taking is a strange looking person with very distracting mannerisms.
    a. Concentrate on his/her message rather than on his/her looks.
    b. Write a note to a classmate to ask if he/she has noticed how the man/woman looks.
    c. Take written notes of key ideas.
    d. Try to summarize (restate) lecturer's ideas mentally.

3. You find yourself becoming very emotional during a coffee-break discussion.
    a. Force yourself to listen to all points of view.
    b. Leave and go back to work immediately.
    c. Identify your "red-flag words" and start listening again.
    d. Try to later recall your emotions and analyze the connection between the words and your feelings.

Answers: 1-b; 2-b; 3-b

True or False

An effective listener:

F 1. Stops listening and starts to daydream if she/he is distracted.

T 2. Restates to be sure he/she has understood correctly.

T 3. Never becomes emotional.

ACTIVITY B-11: LISTENING EVALUATION SUGGESTIONS
(TEACHER'S COPY)
(Continued)

T 4. Tunes-in immediately when she/he is introduced to someone.

F 5. Listens to a speaker's words and pays no attention to a speaker's feelings.

F 6. Writes messages only if they are long and complicated.

T 7. Has a sincere desire to understand the other person's viewpoint.

T 8. Identifies his/her listening weaknesses and systematically tries to improve.

T 9. Takes a real interest in the people she/he meets.

T 10. Identifies and analyzes words which make him/her angry or defensive.

Essay and Short Answer Questions

1. Explain the differences between listening and hearing and the importance of each in developing good listening skills.
2. List five barriers to good listening.
3. Define and explain "red-flag words."
4. Explain a system for remembering names after being introduced.
5. You are recording a very important and complicated telephone message. What should you remember to do? Explain why.
6. You are the secretary for an organization. You are responsible for recording the minutes of the meetings. Discuss your process for recording minutes and what you consider to be most important.
7. We all have strengths and weaknesses in our listening skills. Discuss in depth the strengths and weaknesses you have.
8. Define and explain emotional interference that affects good listening.

TEACHER RESOURCES FOR UNIT

DeGaetani, John Lewis. Teaching Listening Skills, ABCA Bulletin 43, March 1980.

Jones, John E. and Lawrence Mohr. The Jones-Mohr Listening Test. University Associates, Inc., 8517 Production Avenue, P.O. Box 25240, San Diego, CA 92126.
A cassette and instruction booklet. The cassette contains 60 situations in which a speaker says a sentence and the respondent must decide what the speaker really means. The responses are multiple-choice sentences and represent various emotions.

Listening. A research project by Alpha Xi Chapter, Delta Pi Epsilon, 1977.

Russell, David H. and Elizabeth F. Listening Aids Through the Grades. New York: Teachers College Press, Columbia University, 1979.

Stearns, Robert N. "Listening Skills: Necessity for Success," Business Education Forum, December 1983, pp. 10-13.

UNIT C: NONVERBAL COMMUNICATIONS

UNIT PLAN

Introduction

Nonverbal communication is vitally important to interpersonal relations. Some researchers estimate 70 percent of the communication process consists of nonverbal behaviors. Intentionally or unintentionally, nonverbal behaviors--our body language, our dress, our environment and our silence--combine to help us effectively communicate with friends, family and coworkers. Knowing and understanding nonverbal signals given by others and ourselves can help to improve interpersonal communication.

Overview of Unit

This unit emphasizes the importance of nonverbal communications in interpersonal interactions. In this unit students will learn about the effects of nonverbal communication on the communication process. Students will also gain a better understanding of their nonverbal behaviors as well as those of others.

Topical Outline

NONVERBAL COMMUNICATIONS

1. What is Nonverbal Communication?
    a. Body language
    b. Physical environment
    c. Physical appearance
    d. Silence

2. Positive Aspects of Nonverbal Communication

3. Problems Associated with Nonverbal Communication
    a. Meanings are not always clear
    b. Nonverbal behaviors are not always possible to observe

4. Body Language
    a. Awareness of body language
        (1) one's own
        (2) of others
    b. Parts of body capable of communicating nonverbal language
    c. Control of body language
    d. Understanding body language of others

    e. Specific aspects of body language
        (1) eye contact
        (2) facial expressions
        (3) posture and self-image
        (4) gestures

5. Nonverbal Communication in the Physical Environment
    a. At work
    b. At home

6. Nonverbal Communication by Physical Appearance
    a. Clothing
    b. Hygiene

7. Using Nonverbal Communication Effectively
    a. In one's personal life
    b. On the job
        (1) interviewing
        (2) giving presentations

8. Conclusions and Evaluation

Unit Objectives

After completing the learning activities for this unit, students will be able to

1. Define nonverbal communication.
2. Identify and explain the positive aspects of nonverbal communication.
3. Identify and explain the negative aspects of nonverbal communication.
4. Recognize the importance of nonverbal communication.
5. Define body language and state its positive and negative aspects.
6. Provide examples of messages conveyed through body language.
7. Describe nonverbal communication in the physical environment.
8. Describe nonverbal communication as a result of one's physical appearance.

Instructional Strategies

A unit about nonverbal communication can be combined with a discussion of listening and oral communication. Its use would be appropriate in such courses as management, sales and marketing, word processing and office procedures.

Role playing and situation discussions are especially suited for the topic of nonverbal communication because they allow students to make conjectures and to form hypotheses. A fascinating approach for exploring this topic is, "What if. . .?" Teachers are encouraged to include situations that would be familiar to the students' environment.

Evaluation Ideas for Unit

Most of the activities included in this unit are best suited for class discussion; some could be written assignments. Teachers may choose to give credit to students for individual participation. Evaluation of all activities will be the teacher's responsibility.

The best evaluation for this unit of activities would be an essay and short answer test at the end of the unit. Sample questions are provided.

SUGGESTED STUDENT ACTIVITIES

Activity Name: What is Nonverbal Communication? C-1
Unit Objectives 1, 2, 3 and 4

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Upon completion of this activity, students will understand the positive and negative effects of nonverbal communication on interpersonal communication.

This activity is best used after introducing the concept of nonverbal communication. Students should have completed reading assignments on topics of nonverbal communication to develop a basic understanding of this concept.

Facilities or Materials Needed

Situations handout

Description of Activity

Teachers should discuss the definition and components of nonverbal communication before having students complete this activity. The students will read each of the situations and determine how the messages might be conveyed through nonverbal communication. The class should discuss the answers. No "wrong" answers exist. This activity may be given as a written assignment or presented for class discussion.

Suggested Length of Activity

Approximately 10 minutes to discuss each situation

Suggestions for Evaluation

Students can be asked to prepare these assignments in written form. They can be graded on the basis of content (sufficient and complete), organization, and mechanics (grammar, punctuation, spelling, etc.). Students can also be assigned points for their participation and discussion in class.

Name______________________

ACTIVITY C-1: SITUATIONS

1. You are speaking to a group of community leaders. Nonverbally, will you know if they understand the speech? are bored? want more information?

2. You are interviewing a candidate for an important executive secretarial position. You want someone who is very interested in the company, position and work assignments. How will you know by nonverbal behaviors if this candidate is the right one?

3. You are a supervisor working with 12 employees. You suspect some may disagree with your policies. What nonverbal signals might be sent by your employees indicating their unhappiness?

4. You are at a work-related social gathering. Your boss has been talking to you for 45 minutes about a project that you have been working on for 5 weeks. How can you nonverbally communicate to her/him that you do not want to discuss the project at this social gathering?

Activity Name: Body Language C-2
Unit Objectives 5 and 6

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will understand the ease with which emotions are expressed with body language.

After a discussion of body language, the activity will illustrate the importance of body language for conveying emotions. Teachers may wish to choose this activity or Activity C-3 to illustrate the concept of body language.

Facilities or Materials Needed

Cards with various emotions and expressions

Description of Activity

Students will have an opportunity to act out the emotions and expressions shown on a card by using body language (no words). Other class members must guess the emotions and expressions that are being conveyed.

Choose from these emotions and expressions, or create your own

HAPPY SAD TIRED HATE ANGRY

CONFUSED INTERESTED LOVE LIKE

DAYDREAMING SHY OUTGOING

Suggested Length of Activity

A 50-minute class period

Suggestions for Evaluation

No formal evaluation is necessary for this activity. Points for student participation and creativity can be assigned.

Activity Name: Body Language C-3
Unit Objectives 5 and 6

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will demonstrate the use of body language in everyday lives.

After discussing body language, students can participate in this activity that will illustrate the importance of body language in conveying simple ideas. Teachers may wish to choose this activity or Activity 2 to illustrate body language concept.

Facilities or Materials Needed

Topics typed on folded slips of paper and mixed together so the students can randomly choose from them

Description of Activity

Teachers should prepare the messages on slips of paper for the students. Teachers may use illustrated messages or create new ones. Students randomly choose the slips of paper and attempt to communicate the messages without using words or sounds. The listener's job is to guess what message the communicator is trying to convey. Listeners do not need to provide the message verbatim. This activity is similar to the game Charades.

Messages

1. Stop what you are doing and follow me.
2. I'm very hungry. Let's eat.
3. That's disgusting!
4. Come on! We're in a hurry!
5. I can't hear you.
6. I'm so sleepy I can hardly keep my eyes open.
7. You're nice. I like you.
8. You and I should talk.
9. I have some gossip to tell you.
10. I'm broke. Can you lend me $5?
11. Be very quiet. We don't want anybody to hear us.
12. Look! Look over there!
13. I don't know. I'm undecided.

Suggested Length of Activity

A 50-minute class period

Suggestions for Evaluation

No formal evaluation is necessary for this activity. Points for student participation and creativity can be assigned.

Activity Name: Body Language C-4
Unit Objectives 5 and 6

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will illustrate that extensive use of the arms and hands enhances communication.

This activity is best used after a discussion of body language and its components.

Facilities or Materials Needed

Cards with "how to's" from which students may choose

Description of Activity

Teachers will prepare cards using the "how to's" illustrated or creating their own. Students will randomly choose cards with a "how to" and will have to explain "how to" without using their arms and hands. Other students are to guess the "how to" and then discuss the difficulty of describing a task without using arms and hands.

Cards:
- How to ski
- How to swim
- How to put on a coat
- How to eat spaghetti
- How to dial a phone
- How to crack an egg
- How to insert paper into a typewriter
- How to insert a disk into a microcomputer

Another way to present this activity is to have the students show "how to" by using their arms and hands to illustrate the importance of arms and hands for the enhancement of the communication process (for example, describe the size of a fish caught or describe how to teach a child to tie a shoe).

Suggested Length of Activity

Approximately 40 minutes

Suggestions for Evaluation

No formal evaluation is necessary for the activity. Points for participation and creativity can be assigned.

Activity Name: Nonverbal Communication in the Physical Environment C-5
Unit Objective 7

Suggested Use of Activity

This activity will illustrate the influence of the physical environment on communication. Emphasis should be placed on the fact that the environment communicates a great deal to others--both positively and negatively.

Objectives of Activity

Students will be able to discuss the inferences that correctly or incorrectly can be made about a person's physical environment.

Facilities or Materials Needed

List of Places handout (teachers may create additional lists of places)

Description of Activity

Students will receive a List of Places handout. They are to describe as homework the contents of each place to help describe the person in the place. The items listed will communicate information nonverbally about the person in each particular place. Students should attempt to be imaginative, complete and descriptive. After collecting the lists, teachers should randomly select some to read to the class (authors anonymous). Discuss what is communicated by the contents of the environment.

This activity could be facilitated by teachers who provide the typical items that might be found in these places. Thus, the students would only have responsibility for identifying what these items nonverbally indicate.

Suggested Length of Activity

Approximately 40 minutes

Suggestions for Evaluation

This activity could be presented as a written assignment, class discussion or both. Evaluation of the written responses is at the teacher's discretion.

Written assignments could be graded on the basis of content (sufficient and complete), organization, and mechanics (grammar, punctuation, spelling, etc.). The students can also be assigned points for their participation and discussion in class.

Name ________________________

ACTIVITY C-5: LIST OF PLACES

1. The principal's office
2. The office of the President of the United States
3. The custodian's room
4. A high school student's locker (boy or girl)
5. A teacher's desk
6. A doctor's private office (not the waiting room)
7. A famous rock star's home
8. A teenager's room
9. An efficient executive secretary's desk
10. An inefficient executive secretary's desk

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Activity Name: Using Nonverbal Communication Effectively in Personal Situations C-6
Unit Objectives 4, 5, 6, 7 and 8

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will illustrate messages conveyed by nonverbal communication in their personal lives.

Facilities or Materials Needed

Cards giving social situations and messages from which students may choose (teachers may use the examples or create new ones)

Description of Activity

Teachers should begin by discussing the various social situations that may relate to school or to the job. Students should be aware of the atmosphere in these types of situations. Second, student should try to convey messages in a given social situation. Have students choose cards with a social situation and a message to be conveyed. Other students are to try to guess the message. Discuss the ramifications of the message sent with the class.

Social Situations

At a job interview
At a bowling alley
At a club meeting
At a school lunch or at a restaurant
At a school dance
At a sports award banquet

Messages

I like you
I'm bored
I'm interested in what you say
I can't hear you
You're attractive
Please continue your story

Suggested Length of Activity

Approximately 40 minutes

Suggestions for Evaluation

No formal evaluation is necessary for this activity. Points for student participation and creativity can be assigned.

Activity Name: Using Nonverbal Communication Effectively in a Public Situation
Unit Objectives 4, 5, 6, 7 and 8
C-7

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will identify nonverbal cues conveyed by a speaker.

This activity is to be used in conjunction with an oral communication activity or when a guest speaker is making a presentation. Include a discussion (or critique) of the speaker's nonverbal communication along with the discussion (critique) of the oral presentation.

Facilities or Materials Needed

Critique Questions handout

Description of Activity

Students are to observe a presenter's nonverbal communication behavior and record observations on a sheet of paper. The presentation may be by other students or a guest speaker. Students should observe the speaker and answer questions on Critique Questions handout.

Suggested Length of Activity

Students may observe speakers outside of class, or teachers may reserve one class period for a guest presenter or speaker. After students have had time to record their responses, 20 to 30 minutes of class time can be devoted to discussion.

Suggestions for Evaluation

Students' comments about the presentation should be written down individually. A report about the presentation can also be completed by the students. Evaluation of the written assignments is at the discretion of the teacher. Points could be assigned for content (sufficient and complete), organization, and mechanics (grammar, spelling, punctuation, etc.). Points can also be assigned for student participation in the class discussion.

Name____________________

ACTIVITY C-7: CRITIQUE QUESTIONS

1. What nonverbal communication does the speaker use?

2. What nonverbal communication could have improved the presentation?

3. Did body language enhance or detract from the presentation?

4. Was eye contact used effectively?

5. Did the speaker's appearance communicate positively or negatively?

6. Was the speaker's face expressive?

Activity Name: Using Nonverbal Communication Effectively C-8
Unit Objectives 2, 3, 4, 6, 7 and 8

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will better understand that the appropriate use of nonverbal communication during an interview can be important to both the interviewee and interviewer.

This activity should be used in conjunction with a job skills unit. It is a role playing situation in which the student being interviewed should be aware of nonverbal communication behaviors during the interview.

Facilities and Materials Needed

Mock Interview Situations handout

Description of Activity

Conduct mock job interviews. Refer to Mock Interview Situations handout and Some Nonverbal Behaviors to Note During Interviews that students should note. The classroom teacher, another teacher, the principal or a personnel director act as the interviewer. Students are to dress and act appropriately. They should be aware of the interviewer's nonverbal communication and be able to react correctly. The students should be aware of their own positive and negative nonverbal communication.

The assumption is made that the students will have been exposed to and will have discussed prior to the interviews what nonverbal gestures, facial expressions, body movements, etc., mean. A discussion should therefore evolve as to what nonverbal behaviors/ communications on the parts of both the interviewer and interviewee would lead one or the other to suspect ethical or unethical behavior.

Students observing the interview should note all nonverbal communication and write a short report about their observations. Also, the class should discuss the interview. When available, videotape equipment can be used to film students during the interviews. Students can then privately view their interviews, or the class can review and constructively critique the interviews

Suggested Length of Activity

Approximately 20 minutes

Suggestions for Evaluation

Points can be assigned for the written report--content (sufficient and complete), organization, and mechanics (grammar, spelling, punctuation, etc.). Points can also be assigned for student participation in the class discussion.

Name______________________

ACTIVITY C-8: MOCK INTERVIEW SITUATIONS

In the following interview situations, one person will be the interviewer, and the other will be the job interviewee. Assume the interview has been in progress for a while and that you are nearing the end. The interview should start off with the first question listed and proceed to the others. If other questions arise as you talk, ask them; be careful not to get too far off track.

Each interview situation should last approximately five minutes. At a natural stopping point, end the interview pleasantly. Each person should have a clear idea of what follow-up steps will be taken. When answering the questions, the job interviewee should refer to a fictitious job application form filled out prior to this exercise. Copies of these application forms can be collected from area businesses so the students can gain practice in properly and neatly completing them.

After the first interview, switch roles and begin one of the other interviews. If possible, videotape these interviews for playback and discussion.

Interview 1

1. What was your favorite subject in school? Why? What was your least favorite subject in school? Why?
2. Have any of the courses you've taken prepared you for the type of work you're seeking?
3. Were you involved in any outside or school-related activities, such as sport clubs, that you consider valuable?

Interview 2

1. What interests you about this job?
2. Looking ahead five years, what sort of work would you like to be doing?
3. What is important to you in a job? Good pay and benefits? Working with people you like? Meeting the public? Working alone? Guiding others?

Name____________________

ACTIVITY C-8: MOCK INTERVIEW SITUATIONS
(Continued)

Interview 3

1. In school or during work experience, what kinds of things did a teacher or boss do that bothered you? How did you handle these situations?

2. Did you find difficulty in working with a fellow student or co-worker? How did you handle these situations?

3. What are some traits of a good supervisor? Giving detailed instructions? Giving positive feedback? The ability to listen? The ability to trust and depend on subordinates?

SOME NONVERBAL BEHAVIORS TO NOTE DURING THE INTERVIEWS

1. Were the individuals leaning forward to speak?
2. Were either of the individual's arms folded?
3. What were significant facial expressions, and when did they occur?
4. Were individuals appropriately dressed?
5. Were the individuals shifting in their seats, shuffling their feet, fidgeting, tapping their fingers, or clenching their fists?
6. Were individuals maintaining appropriate eye contact?
7. Was there an appropriate, firm handshake to end the interview?
8. Did individuals have good posture?
9. Did individuals appear to be attentive and interested?
10. Did individuals have good listening habits?
11. Were individuals looking at their watches?
12. Were individuals chewing gum?
13. Were individuals shrugging shoulders?
14. Were individuals scratching their heads or playing with their hair?
15. Were individuals playing with jewelry or other items?
16. Were interviewees examining papers on the interviewer's desk, placing items on the desk, or taking something from the desk?

Activity Name: Conclusions and Evaluations C-9
Unit Objectives 2, 3, 4, 5, 6, 7 and 8

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will relate the importance of nonverbal communication in advertising.

This activity would be appropriate for marketing, sales, management and consumer education courses.

Facilities or Materials Needed

Taped commercials for viewing by the class
Video tape player
Duplicated list of names of commercials with space available for students to list nonverbal behaviors observed and reactions to commercials

Description of Activity

The teacher will tape a series of 6 to 8 commercials for observation by students. Start with longer commercials and move progressively to shorter ones. Allow 1-2 minutes between commercials for students to write. You may want to allow a second viewing. Students should write about the positive and negative effects of a commercial's nonverbal behaviors. After all commercials have been viewed, lists should be completed by students and a discussion should follow. The discussion should allow students to comment on whether or not advertisers have exhibited ethical conduct in the presentation of their products.

Suggested Length of Activity

Approximately 25 to 30 minutes to observe the commercials and 25 to 30 minutes to discuss the commercials

Suggestions for Evaluation

The commercials may be viewed during one class period. A written assignment may be due the next class period. A class discussion would be necessary. Points can be given for the written assignment--content (sufficient and complete) and mechanics (grammar, spelling, punctuation, etc.). Points can also be assigned for student participation in class discussion.

ACTIVITY C-9: NONVERBAL COMMUNICATIONS EVALUATION
(TEACHER'S COPY)

The following are sample essay and short-answer questions applicable to this unit. Teachers are encouraged to use unit objectives as questions, these sample questions, and new test questions which they design.

Short-Answer Question

-- Identify emotions that are often conveyed by nonverbal behaviors.

Essay Questions

-- Discuss the use of nonverbal communication by various visual media and advertising.

-- Discuss nonverbal behaviors that positively influence an interview; that negatively influence an interview.

-- You have just met your new supervisor and want her/him to know you are excited about working with her/him. What are some nonverbal behaviors you could use to convey this message? How can you know nonverbally if your supervisor has received your message?

TEACHER RESOURCES FOR UNIT

Books and Articles

Ardrey, Robert. The Territorial Imperative. New York: Atheneum, 1966.

Benthall, J. and T. Pokemus, Eds. The Body as a Medium of Expression. New York: E. P. Dutton, 1975.

Davis, Flora. Inside Intuition: What We Know About Nonverbal Communication. New York: McGraw-Hill, 1975.

Druckman, D., R. Rozelle and J. Baxter. Nonverbal Communication: Survey, Theory, and Research. California: Sage Publications, 1982.

Ekman, Paul. "Universals in Facial Expression of Emotions," Nebraska Symposium, Vol. 19, 1972.

Ekman, Paul and Wallace Friesen. "Hand Movements," Journal of Communication, Vol. 22, 1972, pp. 353-374.

Ekman, Paul and Wallace Friesen. "Nonverbal Leakages and Clues to Deception," Psychiatry, Vol. 32, 1969, pp. 88-106.

Ekman, Paul and Wallace Friesen. "The Repertoire of Nonverbal Behavior: Categories, Origins, Usage, and Coding," Semiotica, Vol. 1, 1969, pp. 49-98.

Fisher, Jeffrey D., Marvin Rytting and Richard Heslin. "Hands Touching Hands: Affective and Evaluative Effects of Interpersonal Touch," Sociometry, Vol. 39, 1976, p. 419.

Hall, Edward T. The Silent Language. New York: Doubleday, 1959.

Harrison, R. P. Beyond Words. New Jersey: Prentice-Hall, 1974.

Henley, N. M. Body Politics: Power, Sex, and Nonverbal Communication. New Jersey: Prentice-Hall, 1977.

Johnson, H. G., Paul Ekman, and Wallace Friesen. "Communicative Body Movements: American Emblems," Semiotica, Vol. 15, 1975, pp. 346-350.

Knapp, Mark L. Nonverbal Communication in Human Interaction, 2nd ed. New York: Holt, Rinehart, and Winston, 1978.

Leathers, D. G. Nonverbal Communication Systems. Massachusetts: Allyn and Bacon, 1976.

Malandro, L. and L. Barker. Nonverbal Communication. Massachusetts: Addison-Wesley, 1983.

McGough, Elizabeth. Your Silent Language. New York: William Morrow and Company, 1974.

Mehrabian, A. "Communication Without Words," Psychology Today, Vol. 1, 1968, pp. 53-55.

Mehrabian, A. Silent Messages. California: Wadsworth, 1972.

Montagu, M. F. A. Touching: The Human Significance of the Skin. New York: Columbia University Press, 1971.

Moos, Rudolf H. The Human Context. New York: John Wiley, 1976.

Ruesch, Jurgen and Weldon Kees. Nonverbal Communication: Notes on the Visual Perception of Human Relations. California: University of California Press, 1956.

Scheflen, Albert E. and Alice Scheflin. Body Language and Social Order. New Jersey: Prentice-Hall, 1972.

Speer, David C., Ed. Nonverbal Communication. California: Sage, 1972.

Trager, G. C. "Paralinguistics: A First Approximation," Studies in Linquistics, 1958, pp. 1-12.

Visual Aids

Communication By Voice and Action. Pennsylvania: Penn State Film Resource Library. 16mm. film or videotape, 14 minutes; $16 rental (one day); order #22586.

Communication: The Nonverbal Agenda. New York: McGraw-Hill. 16 mm. film or 3/4-inch videotape; 30 minutes; $60 rental; $595 purchase; #106681-0 (film) or #107584-4 (videotape).

Glaser, Rollin. Nonverbal Sensitivity Indicator (an instrument). Organizational Design and Development, 101 Bryn Mawr Avenue, Bryn Mawr, Pennsylvania, Code 107.

UNIT D: READING

UNIT PLAN

Introduction

This unit is directed at a variety of materials that students will use in their daily lives and on the job. Its main goal is for students to use common reference materials to assist in locating required information. Because an emphasis is placed on reading skills, many of the activities require students to read and interpret information, to answer questions, or to analyze situations. The activities can be used or combined in a two- or three-week unit as time permits. Proofreading exercises where students grade their own papers can help develop decision-making ability, discrimination and judgment.

An emphasis on proofreading skills is part of this unit. Proper proofreading occurs when students are able to transfer their reading skills to written documents that have been created--letters, reports, memorandums and other written correspondence.

Topical Outline of Unit

READING

1. Reading the Newspaper
2. Using the Telephone Directory
3. Locating the Postal Addressing Information by Using the Five Digit ZIP Code and Post Office Directory
4. Proofreading
5. Using the Dictionary
6. Locating the Reading Magazine Articles as They Relate to Business Topics
7. Using the Occupational Outlook Handbook to Learn about Specific Careers
8. Reading and Interpreting the OAG (Official Airlines Guide)
9. Using Company/Government Publications to Learn about Different Types of Businesses
10. Following Directions

Unit Objectives

1. Students will be able to locate and to read information from a newspaper and will be able to report in their own words what they have read.

2. Students, given a problem or task, will be able to use the telephone directory to locate information with speed and accuracy.
3. Students will be able to locate ZIP codes for various addresses by using the United States Postal Service ZIP Code Directory.
4. Students will be able to accurately proofread documents.
5. Students will be able to identify the types of information available in the dictionary and demonstrate the ability to locate words with ease in the alphabetical listing.
6. Students will be able to locate, read and summarize in their own words material that relates to a specific topic from current periodicals.
7. Students will be able to read about careers of their choice and to report, either orally or in writing, about these careers.
8. Students will be able to recognize the different time zones, read the OAG (Official Airline Guide) and make travel plans using the OAG.
9. Students will be able to locate, read, interpret and report information found in various company and/or government publications.
10. Students will recognize the importance of following instructions.
11. Students will be provided with an opportunity to assess conflict, make defensible ethical choices relative to competing standards and values, and anticipate consequences of these choices.

SUGGESTED STUDENT ACTIVITIES

Activity Name: Reading the Newspaper D-1
Unit Objective 1

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will be able to identify the various sections of the newspaper and then to read an article(s), summarizing either orally or in writing what has been read.

Facilities or Materials Needed

Local newspaper and/or city newspaper
Optional--*Wall Street Journal* or *Chicago Tribune*
Teacher-created overhead transparency showing various aspects of the newspaper
Reading the Newspaper handout

Description of Activity

1. Provide students with individual copies of the newspaper. Have them follow as teacher presents an overview of the newspaper--various sections, types of articles available, etc.
2. Have students work in groups if individual copies are not available, or present information by using the overhead projector so that students may see the basic format of the paper.
3. Read newspaper headlines with students and ask them to tell what the story is about based on the headline; also, ask students to discuss how the story might relate to business.
4. Ask students to choose or assign students to read specific articles. When they finish reading the articles, have students complete Reading the Newspaper handout and/or report orally on the article read. On the handout students should explain how the article relates to their lives and to daily business activities.

Suggested Length of Activity

One or two 50-minute class periods

Suggestions for Evaluation

This activity is started by the teacher who leads a discussion as an introduction to using the newspaper. After the discussion begins, students should be given an opportunity to use reading activities to relate information available from the newspaper to the class. The reading assignment given at the end of the activity can be given as a classroom or homework assignment.

Additionally, this assignment could be given over a period of time so that students can be required to follow a series of related articles in a newspaper. Students might also be given a specific topic and be asked to find current newspaper articles (within the last year) that relate to the topic and then to write and/or orally report in their own words on the information they have found. The ethics of summarizing material should be discussed--in other words, stressing the importance of having students summarize articles in their own words as opposed to the unethical activities of copying verbatim without giving credit to sources (plagarism).

Name______________________

ACTIVITY D-1: READING THE NEWSPAPER

Title of newspaper:

Date:

Title of article:

Author:

Brief summary of article:

How does the article relate to business?

Your reaction to the article:

Attach a copy of the article you read to this summary sheet.

Activity Name: Using the Telephone Directory D-2
Unit Objective 2

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will learn about the types of information available in the telephone directory and will be able to locate necessary information.

Facilities or Materials Needed

Telephone directory for each student (provided by student)
Using the Telephone Directory worksheet (altered to fit local telephone directories)

Description of Activity

If enough directories are not available, have the students work in groups or present the material through a teacher-led discussion; then assign Using the Telephone Directory worksheet as a homework activity.

1. The teacher will present a review in order to show students where to locate the following information in the telephone directory:

    a. index
    b. emergency numbers
    c. custom calling services
    d. directory assistance
    e. billing and payment
    f. consumer rights and responsibilities
    g. local calling and market service areas
    h. area codes and time zones
    i. community service numbers
    j. local street/map guides
    k. yellow page directory
    l. alphabetical directory
    m. community information directory (mass transit, health, postal zip codes, etc.)

2. Upon completion of the presentation, the teacher should give students a list of approximately ten business names from the yellow page directory and ten names from the alphabetic listings and require them to locate the names in the directory. For the business names, students should be

able to give the telephone number, the address, and the type of business. The teacher could also require additional information that might be given in the listing, such as business hours and services. A reasonable time limit should be given depending upon the type of students in the class and their experiences with such an assignment.

From the alphabetic listing, students should be given names of both businesses and individuals. They should be able to locate them and to give their telephone numbers. A listing of alphabetic names should include names such as St. John (student required to look alphabetically under Saint) and Joseph Spiess Company (located under Spiess Joseph Company). If students experience difficulty with this assignment, a review of alphabetizing rules may be beneficial.

3. Students can then complete a worksheet similar to the one that appears on the next page. This worksheet was written to correspond with the 1985 Bloomingdale, Hoffman Estate, Roselle, Schaumburg Telephone Directory. The worksheet should be revised to match local directories.

Suggested Length of Activity

Two 50-minute class periods

Suggestions for Evaluation

Teachers must become familiar with their local directories before proceeding with this activity. Additionally, directories from neighboring communities could be utilized. If schools are located in a suburb of a large city such as Chicago, the Chicago Red Book would be another example of a directory that could be explained and utilized.

Depending upon the type of student using this activity, the teacher might review alphabetizing rules before beginning the activities.

Teachers should contact local telephone offices to obtain information that will assist them in presenting this activity.

Give students a list of businesses and individuals to locate in the directory. Ask them to locate telephone numbers, addresses and any other appropriate information. Set an appropriate time limit for completion of this activity.

Name______________________

ACTIVITY D-2: USING THE TELEPHONE DIRECTORY

This activity has been written to coincide with the 1985 Illinois Bell Telephone directory for the communities of Bloomingdale, Hoffman Estates, Roselle and Schaumburg. It may be altered to fit local telephone directories.

Complete the following information using your local telephone directory:

1. Your local directory covers information for what communities?

2. What is your market service area?

3. To reach directory assistance for your market service area, what number would you call?

4. To reach directory assistance for numbers outside the local area code, what numbers would you call?

5. What is the directory number for "800 services" numbers?

6. What do "800 services" numbers mean?

7. What is call waiting, call forwarding, three-way calling and speed calling?

8. What emergency numbers are listed in your telephone directory? What are the emergency numbers for your home?

9. What procedures does the directory list for telephone safety?

10. If someone is recording your telephone conversation, what must be done to signal to the telephone user that the conversation is being recorded?

11. What is a unit?

Name ______________________

ACTIVITY D-2: USING THE TELEPHONE DIRECTORY
(Continued)

12. What numbers do you dial to place a direct-dialed call outside the 312 calling area?

13. Which type of call is most expensive: direct-dialed, calling card or operator-assisted?

14. What is the area code for Ft. Lauderdale, Florida? What is the area code for New York City, Kennedy International Airport? What is the area code for Washington, D.C.? What is the area code for the state of Colorado?

15. What is the number for RTA Travel Information?

16. List five different topics that you can learn about when calling Health-Line. Tell what you would have to do to get this information.

17. What four emergency first-aid procedures are listed in the community information section of your directory?

18. List the postal zip codes for the following Illinois communities: Charleston, DeKalb, Carbondale, Edwardsville and Macomb.

19. Using the maps located in the directory, give the directions from your school to Thacker Street in Hoffman Estates.

20. For information about designer clothing, under what heading would you look in the yellow pages?

Activity Name: Using the Five-Digit ZIP Code and Post Office Directory D-3
Unit Objective 3

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Upon completion of this activity, students will be able to use the ZIP Code and Post Office Directory to locate ZIP codes.

Facilities or Materials Needed

United States Postal Service National Five-Digit ZIP Code and Post Office Directory
Using the ZIP Code and Post Office Directory handouts
Optional--Typewriter for final compilation of activity

Description of Activity

Students are to be presented with Using the ZIP-Code and Post Office Directory. On their own, they are to use the ZIP Code Directory to locate the ZIP codes for the addresses given. This assignment will require that they read the directory to find out how to locate the information.

After locating the ZIP codes for the addresses, students are asked to alphabetize the names and addresses and to type them (if possible). They then need to proofread their work--an important aspect of their reading skill.

Suggested Length of Activity

Two to three 50-minute class periods

Suggestions for Evaluation

This activity lends itself to independent work and can be done by some students while others are working on other activities. Students may need some guidance to begin this activity but should then be left on their own to complete the assignment.

To obtain the ZIP Code Directory, the teacher should call the local post office and ask for Publication 65 (1986 Directory). The cost to purchase the directory is $9. It can also be purchased by writing to Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402-1575. Ask for GPO Stock No. 039-000-00264-7 at a cost of $9. If purchasing a directory is not possible, call a local business, the library or the post office to see if a directory or several directories might be available for loan.

Students should be evaluated on their ability to locate the proper ZIP Code and their ability to organize their final paper in alphabetic format. Accuracy of the final document is also important--proofreading the final copy should be emphasized. This activity can be evaluated for accuracy upon its completion.

Name______________________

ACTIVITY D-3: USING THE ZIP CODE AND POST OFFICE DIRECTORY

You are employed as a clerk at Schick Electric, Inc., in Lancaster, Pennsylvania. The company is publishing a brochure of its service shops in the United States. All the necessary information is obtainable from the files except for the ZIP codes. Your job is to look up the ZIP codes in the United States Postal Service National Five-Digit ZIP Code and Post Office Directory.

When you have completed finding all the ZIP codes, arrange the list of service shops in alphabetical order according to the name of the city in which the shop is located.

When you finish alphabetizing the list of service shops, you will type the list according to the way you alphabetized it. Remember, this typewritten list must be alphabetized by city. Include 2-letter state abbreviations and all ZIP codes. This list will be forwarded to the printer for publication in the brochure.

Name______________________

ACTIVITY D-3: USING THE ZIP CODE AND POST OFFICE DIRECTORY
(Continued)

FOR YOUR CONVENIENCE

Schick Service Shops are conveniently located to service your appliance. Factory-trained personnel will check and service your appliance at any of the Schick Service Shops listed below, or you may mail your appliance to the service shop nearest you.

Indianapolis, Indiana
21 East Maryland Street
(317) 631-7407

Phoenix, Arizona
123 West Adams Street
(602) 258-3542

Boston, Massachusetts
319 Washington Park Boulevard
(617) 227-1589

Long Beach, California
140 Pine Avenue
(213) 432-7026

Newark, New Jersey
1183 Raymond Boulevard
(201) 623-2540

Spokane, Washington
West 508 Sprague Avenue
(509) 624-0693

Dayton, Ohio
31 East Drive
(513) 222-9631

New York, New York
20 East 40th Street
(212) 532-8684

Tampa, Florida
206 East Cass Street
(813) 223-3064

Van Nuys, California
6368 Van Nuys Boulevard
(213) 782-5210

Peoria, Illinois
426 Main Street
(309) 673-9312

Minneapolis, Minnesota
904 Marquette Avenue
(612) 332-6349

Columbus, Ohio
73 East Gay Street
(614) 244-4639

Fort Worth, Texas
811 Houston Street
(817) 332-6757

St. Louis, Missouri
16 Hamms Avenue
(314) 241-7730

Bronx, New York
127A East Fordham Road
(212) 364-3862

Denver, Colorado
715 19th Street
(303) 244-0663

Miami, Florida
114 116 N.E., 2nd Avenue
(805) 373-3239

Name______________________

ACTIVITY D-3: USING THE ZIP-CODE AND POST OFFICE DIRECTORY (Continued)

Atlanta, Georgia
113 Peachtree Street, N.E.
(404) 523-6612

Grand Rapids, Michigan
123 Ottawa Avenue, N.W.
(616) 456-7097

Cleveland, Ohio
1607 Euclid Avenue
(216) 241-8291

Syracuse, New York
307 East Fayette Street
(315) 471-6855

San Antonio, Texas
107 East Travis Street
(512) 223-6602

Brooklyn, New York
101 Court Street
(212) 875-5356

Oklahoma City, Oklahoma
2303 North Pennsylvania Avenue
(405) 528-0357

Worcester, Massachusetts
78 Madison Street
Seven Hills Plaza
(617) 753-4504

Philadelphia, Pennsylvania
1210 Walnut Street
(215) 735-8907

Portland, Oregon
524 S.W., Yamhill Street
(503) 227-1812

Omaha, Nebraska
219 South 19th Street
(402) 341-3646

Charlotte, North Carolina
229 South Tryon Street
(704) 377-1344

Evanston, Illinois
1169 Sherman Avenue
(312) 869-4448

Portland, Maine
477 Congress Street
(207) 772-8002

New Orleans, Louisiana
206 O'Keefe Avenue
(504) 525-7235

Milwaukee, Wisconsin
75 North Plankinton Avenue
(414) 276-4659

Dallas, Texas
1217 Elm Street
(214) 748-8953

Oakland, California
1741 Broadway Street
(415) 444-1325

Seattle, Washington
1220 Third Avenue
(206) 622-3581

Toledo, Ohio
625 Madison Avenue
(419) 246-9676

ACTIVITY D-3: USING THE ZIP CODE AND POST OFFICE DIRECTORY
(TEACHER'S COPY)

Atlanta, GA 30301
113 Peachtree Street, N.E.
(404) 523-6612

Boston, MA 02101
319 Washington Park Boulevard
(617) 227-1589

Bronx, NY 10451
127A East Fordham Road
(212) 364-3862

Brooklyn, NY 11201
101 Court Street
(212) 875-5356

Charlotte, NC 28228
229 South Tryon Street
(704) 377-1344

Cleveland, OH 44101
1607 Euclid Avenue
(216) 241-8291

Columbus, OH 43216
73 East Gay Street
(614) 244-4639

Dallas, TX 75260
1217 Elm Street
(214) 748-8953

Dayton, OH 45405
31 East Drive
(513) 222-9631

Denver, CO 80202
715 19th Street
(303) 244-0663

Evanston, IL 60204
1169 Sherman Avenue
(312) 869-4448

Fort Worth, TX 76101
811 Houston Street
(817) 332-6757

Grand Rapids, MI 49502
123 Ottawa Avenue, N.W.
(616) 456-7097

Indianapolis, IN 46206
21 East Maryland Street
(317) 631-7407

Long Beach, CA 90809
140 Pine Avenue
(213) 432-7026

Miami, FL 33102
114 116 N.E., 2nd Avenue
(805) 373-3239

Milwaukee, WI 53201
75 North Plankinton Avenue
(414) 276-4659

Minneapolis, MN 55410
904 Marquette Avenue
(612) 332-6349

Newark, NJ 07102
1183 Raymond Boulevard
(201) 623-2540

New Orleans, LA 70130
206 O'Keefe Avenue
(504) 525-7235

New York, NY 10001
20 East 40th Street
(212) 532-8684

Oakland, CA 94661
1741 Broadway Street
(415) 444-1325

ACTIVITY D-3: USING THE ZIP CODE AND POST OFFICE DIRECTORY
(TEACHER'S COPY)
(Continued)

Oklahoma City, OK 73157
2303 North Pennsylvania Avenue
(405) 528-0357

Omaha, NE 68111
219 South 19th Street
(402) 341-3646

Peoria, IL 61614
426 Main Street
(309) 673-9312

Philadelphia, PA 19145
1210 Walnut Street
(215) 735-8907

Phoenix, AZ 85026
123 West Adams Street
(602) 258-3542

Portland, ME 04108
477 Congress Street
(207) 772-8002

Portland, OR 97208
524 S.W., Yamhill Street
(503) 227-1812

St. Louis, MO 63110
16 Hamms Avenue
(314) 241-7730

San Antonio, TX 78265
107 East Travis Street
(512) 223-6602

Seattle, WA 98124
1220 Third Avenue
(206) 622-3581

Spokane, WA 99210
West 508 Sprague Avenue
(509) 624-0693

Syracuse, NY 13220
307 East Fayette Street
(315) 471-6855

Tampa, FL 33601
206 East Cass Street
(813) 223-3064

Toledo, OH 43695
625 Madison Avenue
(419) 246-9676

Van Nuys, CA 91403
6368 Van Nuys Boulevard
(213) 782-5210

Worcester, MA 01614
78 Madison Street
Seven Hills Plaza
(617) 753-4504

Activity Name: Proofreading D-4
Unit Objective 4

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will be able to identify and use the standard proofreaders' marks used for proofreading copy. Students will improve their ability to proofread a document and to make necessary corrections.

Facilities or Materials Needed

List of common proofreaders' marks (found in virtually every beginning typing text)
Proofreading Techniques handout
Suggested Error Checklist handout
Finding Letter Errors handout

Description of Activity

The teacher should present the common proofreaders' symbols to the class. The teacher should give examples of how each mark is used and allow students the opportunity to use them. The teacher should also present the following common errors that are related to proofreading:

1. reading for content
2. reading for typographical errors
3. reading for word and line omissions
4. reading for repeated words and lines
5. reading for number errors
6. reading for spelling errors
7. reading for punctuation errors
8. reading for capitalization errors
9. reading for grammar errors

After presenting the above material, teachers should ask students to complete the proofreading exercise Activity D-4: Proofreading Techniques, Finding Letter Errors or any other proofreading exercise they have developed. Exercises can be completed by using proofreaders' marks, and students can be asked to rewrite or retype the exercises which is then followed by another proofreading of their work.

Suggested Length of Activity

Two or three 50-minute class periods or 15 to 20 minutes daily for one week

Suggestions for Evaluation

Although the beginning of this activity can be completed as a classroom activity, the majority of the work completed on proofreading must be done on an individual basis. If available, McGraw-Hill Book Company's, Business English and Communication, 6th Edition, has an excellent unit entitled, "Developing Your Reading Skills to Proper Proofreading," which will assist the teacher in preparing an introductory class presentation for this activity.

Students' evaluation of proofreading can be combined with any number of writing assignments that the students might be given. When writing newspaper or magazine article summaries, students should be required to proofread what they have written. If typewriters or word processors are available, students should be required to type/format some type of document and then have it evaluated based on the document's accuracy. Students might also be given a written document that contains errors which they are to find and to correct using proofreaders' marks. Students should also be provided with opportunities to proofread each other's work and to provide constructive feedback.

Name________________

ACTIVITY D-4: PROOFREADING TECHNIQUES

1. Take TIME to proofread.
2. Proofread while the paper is still in the machine.
3. Proofread twice--once for typing errors and once for mechanics (grammar, punctuation and spelling).
4. Scan the material for obvious errors, such as the omission of the closing.
5. Read the material aloud.
6. Read the material from right to left, a trick that will help you catch spelling errors you missed when reading for content.
7. Ask someone else to proofread the material. You can often see another person's errors easier than your own, and very important material should always be proofread by at least two people.
8. If you are typing from a rough draft, have someone read the rough draft aloud as you read the retyped copy word for word. Remind the oral reader to indicate all capitalization, punctuation, use of dollar signs, underscores, blank vertical spacing and indentation.
9. When proofreading figures, read numbers in "syllables" of two or three digits instead of digit by digit.

35	thirty-five
822	eight twenty-two
1,568	one comma five sixty-eight
2573	twenty-five seventy-three
14658	fourteen six fifty-eight
2.50	two point five oh
.00049	point oh oh oh forty-nine

10. Wait thirty minutes or so and proofread the material again.

Name______________________

ACTIVITY D-4: PROOFREADING TECHNIQUES

SUGGESTED ERROR CHECKLIST

1. First, check for proper format.
2. Next, read for typographical, grammatical or punctuation errors.
3. Then, check the dollar amounts, dates, names and addresses.
4. Last, read for meaning only.

By separating the task into four different steps, the proofreader does not have to concentrate on so many elements at one time.

TYPES OF ERRORS ONE IS MOST LIKELY NOT TO DETECT

1. Errors in headings and subheadings
2. Errors near beginnings and ends of lines
3. Errors at the bottom of the page
4. Errors in long words that occur often
5. Errors involving letter transpositions
6. Errors in captions or footnotes
7. Errors in proper nouns
8. Vertical enumeration errors
9. Errors in dates, addresses and zip codes
10. Errors in other number combinations

EXPECT ERRORS, AND THEY WILL BE FOUND;
ASSUME THEY DO NOT EXIST, AND THEY WILL NEVER BE SEEN

Name______________________

ACTIVITY D-4: PROOFREADING TECHNIQUES

FINDING LETTER ERRORS

Locate the errors in the following letter. Use your dictionary to check spelling of words. There are errors in the letter that are not spelling errors. Circle the errors that you find and correct them.

June 41, 19--

Mr. John Smith
346 Furst Drive
Bedlam, MA 06932

Dear Mr. Smythe

I would like to accommodate you request to complete the questionaire regarding Miss Jone's work. I am glad to give you some assistence.

Mr. Jones has worked for are company for five years. He is responsible employee who is always willing to do his part. Under his direction his department has increased sales buy 75 percent.

In all sincerety, I don't think she will disappoint you. I am sure her successes will be transferrable to your organization.

Sincerely

Ima Winner

ACTIVITY D-4: PROOFREADING TECHNIQUES

FINDING LETTER ERRORS
(TEACHER'S COPY)

Locate the errors in the following letter. Use your dictionary to check spelling of words. There are errors in the letter that are not spelling errors. Circle the errors that you find and correct them.

June 41, 19--

Mr. John Smith
346 Furst Drive
Bedlam, MA 06932

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In all sincerety, I don't think she will disappoint you. I am sure her successes will be transferrable to your organization.

Sincerely

Ima Winner

Activity Name: Using the Dictionary D-5
Unit Objective 5

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will be able to identify the types of information available in the dictionary. Students will also demonstrate the ability to locate words with ease in the alphabetical listing.

Facilities or Materials Needed

Dictionaries--(arrange a library visit, if possible, so students can learn about the many dictionaries available, including foreign language dictionaries and word usage dictionaries such as the thesaurus)

Description of Activity

1. If students have individual copies of a dictionary available, have them follow along as the teacher presents an overview of the dictionary and reference materials available in the dictionary.
2. If individual copies are not available, have students work in groups or present information by using the overhead projector.
3. Ask students to locate specific information in the dictionary. The teacher may wish to make up a worksheet or do this as a classroom activity. Information to include might be colleges and universities of the United States, community and junior colleges, standard weights and measures, punctuation mechanics, capitalization rules, proofreaders' marks, special signs and symbols. The activity will have to be designed based on the type of dictionaries available for use.
4. Give students a list of unalphabetized words and ask them to locate the words in the dictionary. The teacher might require that the students write the definition and/or page numbers to indicate the location. Set a time limit. See how many they can locate quickly. This activity could be continued on a daily basis for a one-week period to improve the abilities of students to locate words quickly.
5. In order to continue student usage of the dictionary and to improve students'spelling and vocabulary, give a weekly spelling assignment of ten words. At the beginning of the week, dictate ten words that students write in a spelling notebook they have purchased. During the week, require

students to use the dictionary to check each word's spelling. After they have checked the spelling, have them rewrite the word in a second column to verify the correct spelling. Also, at the bottom of the page, require students to write the definition of the word. At the end of the week, collect (or check while students are doing another activity) the spelling notebook to see if the assignment has been completed. Give a ten-word spelling quiz.

After several ten-word quizzes, prepare a vocabulary test to cover the definitions that have been written. Use words from the list of the most frequently misspelled words encountered in business writing. This spelling assignment could be continued on a quarter, semester or yearly basis.

Suggested Length of Activity

One or two 50-minute class periods or 15 to 20 minutes daily for a week

Suggestions for Evaluation

Teachers will need to take some time to find the types of information available in their dictionaries. Also, if a library visit is possible, teachers will need to arrange this visit. If the weekly spelling assignment is to be given, locate a word list you would like to use. You might also consider using similar words with different meanings such as stationary/stationery and effect/affect. Make some decisions as to how you want to have the weekly assignment completed and evaluated.

After practice has been given for locating words and information in the dictionary, give a timed test to determine students' ability to find this information. If the weekly spelling assignment is given, assign points for its completion and for completion of the weekly quiz. Total these points and determine a grade for the points earned. Include the spelling grade as part of the students' quarter grade.

For example, for each week give students 5 points for a completed spelling assignment and 1 point for each word spelled correctly on the quiz. If the assignment is given on a weekly basis for a 9-week quarter, students could earn a possible 145 points. Assign a letter grade, based on the total points earned and your grading scale. Example: 93 percent of 145 points = A; 86 percent of 145 points = B; 76 percent of 145 points = C.

Activity Name: Locating and Reading Magazine Articles D-6
Unit Objective 6

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will be able to locate, read and summarize material available from current periodicals (magazines) that relate to a specific topic.

Facilities or Materials Needed

School library, a local library or magazines available for use (magazines used might include *Consumer Reports*, *Advertising Age*, *Financial World*, *Small Business Report*, etc.)
Current Events Reading worksheet

Description of Activity

Where possible plan a library visit and arrange to have the librarian explain the use of the *Reader's Guide to Periodicals*. Then assign or ask students to choose a topic of interest related to business and ask them to write a report on the topic that requires the use of at least three current periodicals. Teachers may wish to require that students use more than three periodicals. Students should summarize the articles in some format--a suggested report form is provided in Activity D-6. However, teachers might wish to require a more formal report by asking students to compare and to contrast the information they are able to obtain.

Suggested Length of Activity

Three or four 50-minute class periods

Suggestions for Evaluation

Teachers can arrange a time with the librarians in their schools or in their communities when students can visit and receive instruction for the *Reader's Guide*. Students should be given some class time to work in the library to begin work on the assigned/chosen topic. The activity may be continued in class or given as an out-of-class assignment. Suggested topics might include a career that is of interest to students, a particular product or service that is of interest, a government rule or regulation, or a consumer topic.

Ask the students to write (type) a final document summarizing the information they have read from the current periodicals. Evaluate the documents based on the information given as well as the technical/ grammatical format and structure.

Stress the importance of proofreading the final document. Continue to stress the ethics involved in summarizing as opposed to copying or plagarizing.

Name____________________

ACTIVITY D-6: CURRENT EVENTS READING

Title of magazine:

Date:

Title of article:

Author:

Brief summary of article:

Compare/Contrast this article to the others you read on this topic:

Your reaction to the article:

Attach a copy of the article you read to the summary sheet.

Activity Name: Using the *Occupational Outlook Handbook* D-7
Unit Objective 7

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will be able to read about a career of their choice and report, either orally or in writing, concerning this career.

Facilities and Materials Needed

Occupational Outlook Handbook, U.S. Department of Labor

Description of Activity

1. The teacher will need to give a description of the information available in the *Occupational Outlook Handbook* and show/tell students how to use the book.
2. Students will then be assigned to read about a career of their choice and be asked to give a report, either oral or written, about the career. The teacher will set guidelines for the report.
3. If oral reports are not given, teachers could ask students to share what they learned about their careers during a class discussion.

Suggested Length of Activity

Two 50-minute class periods

Suggestions for Evaluation

The teacher will need to find handbooks for classroom use or make this a library project. Your school or local library should be able to offer assistance. After students have chosen their topics, be sure to set some guidelines for their reports. Stress the importance of oral communication and/or written communication as it/they relate/relates to the business world. If the report is written or typewritten, review the importance of proofreading for accuracy.

Evaluate the students' oral or written reports on their careers. The reports will not be very lengthy unless the teacher requires additional resources beyond the Occupational Outlook Handbook. If oral reports are given, the teacher may devise a system for asking classmates to provide feedback regarding each presentation.

Activity Name: Using the OAG (Official Airline Guide) D-8
Unit Objective 8

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

This unit should be used by students who are interested in pursuing a career that deals with travel. At the end of the unit, students will be able to recognize the different time zones, to read the Official Airline Guide, and to make travel plans while using the OAG.

Facilities and Materials Needed

The OAG (Official Airline Guide)
OAG Publications handout
Using the OAG Manual, Time Zones worksheet
Using the OAG Manual worksheets
Selecting a Flight Schedule worksheet

Description of Activity

1. This activity can be done as a group classroom activity, or it lends itself to individual work that might be assigned.
2. Teachers can introduce the information given at the beginning of the packet, or students can be asked to read it and to complete a Time Zone exercise.
3. Teachers or students will then begin to use a sample page from the OAG. Teachers may find that they need to make a sample copy from the OAG they are using, but similar questions can be asked.
4. After checking the work completed from the sample page of the OAG, students then complete the final page by selecting flight schedules and by using a copy of the Official Airline Guide.

Suggested Length of Activity

Two or three 50-minute class periods

Suggestions for Evaluation

Use of this particular activity will depend on students' interest in the travel field. This activity is a good way to provide students with the opportunity to read and to interpret data for planning a practical situation. If several students will be completing this activity at the same time, extra copies of the OAG should be made available. Find a local business or travel agency that may have copies of this particular guide. Ask to have old copies of the OAG that are no longer of use. In most instances, teachers will find these copies available for their classroom use. Students can prepare itineraries for each other.

Evaluate Activity D-8: Selecting a Flight Schedule, given at the end of the activity for accuracy of information and for correctness/neatness of the final copy. Teachers might also assign a similar activity to evaluate after the students have completed the Travel Notes project for practice.

Name______________________

ACTIVITY D-8: OAG PUBLICATIONS

1. Official Airline Guide (North American Edition)

    a. Lists all flights in countries in North America

    b. Published monthly and twice monthly. You can order either, depending on your office preference.

2. Official Airline Guide (World Wide Edition)

    a. Lists all flights in countries outside of North America

    b. Published monthly

3. OAG Pocket Flight Guide

    a. Is a quick reference airline schedule for the top 38 U.S. and 4 Canadian traffic-producing cities

    b. Published monthly

4. OAG Travel Planner and Hotel/Motel Guide

    a. Lists rates, phone numbers and addresses for more than 17,000 hotels and motels, plus other travel facts arranged in easy-to-use fashion. How to get to cities without scheduled air service, ground transportation information, major airport diagrams, hotel locator maps for major resort areas, toll-free reservation numbers, and international travel information

    b. Published 4 times per year

Name______________________

ACTIVITY D-8: USING THE OAG MANUAL

TIME ZONES

What time is it in the following cities if it is 9 a.m. in Chicago?

City	Time
Las Vegas	
Boston	
Salt Lake City	
Miami	
Seattle	
Houston	
New York	
New Orleans	
London	
Moscow	
Hong Kong	
Sydney, Australia	

Name______________________

ACTIVITY D-8: USING THE OAG MANUAL
(Continued)

1. Using the OAG (North American Edition), look at these sections of the publication:

   a. Index and currency codes

   b. Abbreviations and reference marks

   c. Fares

   d. Taxes

   e. Baggage allowance

   f. Connecting time

   g. Miscellaneous information

   h. Flight information

2. In the flight information section, notice that the city that one is going to is listed on the top of each page. To locate the departure city, look down the page.

3. Locate in your OAG Manual a flight to Dallas/Ft. Worth from Chicago.

4. Review the following information on how to read the abbreviations and reference marks for a flight:

   X7 8:45 a O 12:30 p D AA 609 FYB 727 B O

   X7------ Leaves every day except Sunday
   8:45 a-- Time of departure from Chicago (Chic. time)
   O------- O'Hare Airport
   12:30 p- Time of Arrival in Dallas (Dallas Time)
   D------- Dallas Airport
   AA------ American Airlines
   609----- Flight No.
   FYB----- Classes of Flight
   727----- Type of Aircraft
   B------- Meal (Breakfast)
   O------- No Stops

Name____________________

ACTIVITY D-8: USING THE OAG MANUAL
(Continued)

5. Using the OAG, answer the following questions:

   a. Does the 6:15 a.m. departure from O'Hare operate on Friday?

   ____

   What type of aircraft is it?____________________

   How many stops does it make?____________________

   What airline operates the flight?____________________

   b. At what airport does UA 908 arrive?____________________

   c. A passenger has an engagement in New York at 1:00 p.m.

   What flight would you offer her/him?____________________

   What is the departure time?____________________

   d. What type of meal is served on UA 904?

   ____

Name____________________

ACTIVITY D-8: SELECTING A FLIGHT SCHEDULE

TRAVEL NOTES

Your employer is going on a business trip to Denver, Colorado, and to San Francisco, California. Using the OAG Manual, select the best possible flight schedule for your employer and type a copy for his approval.

Your employer wants to leave Chicago, O'Hare Airport, early in the afternoon on October 19 for Denver, Colorado. She/He will be there until October 21. On October 21 she/he wants to fly to San Francisco in the early evening. On October 24 she/he wants to come back to Chicago sometime late in the morning. Preference is coach class with direct flights.

This typed copy should be set up as follows:

Depart.			Arrival		Flight				
Date	Time	Airport	Time	Airport	No.	Airline	Aircraft	Meals	Stop

Activity Name: Using Company Publications/Government Publications to Gather Information
Unit Objective 9

D-9

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will be able to locate, read, interpret and report information found in various company or government publications.

Facilities or Materials Needed

Reference library and/or Company Job Manual

Description of Activity

1. Visit the library and ask students to do any one or a number of the following activities:
    a. Using the United States Government Manual, find the names of the senators from your state and from one other state of your choice.
    b. Using the Consumer's Resource Handbook, locate the information on Writing a Complaint Letter, read it and write a brief summary.
    c. Using the Consumer's Resource Handbook, locate the addresses of the Better Business Bureaus in your state. Write a brief description of the purpose of the Better Business Bureau.
    d. Using the Washington Information Directory, locate the Capitol Hill address and district offices of your local state representative.
    e. Using the latest edition of the Information Please Almanac, locate information regarding postal regulations and report on fourth class mail, registered mail and certified mail.

2. Using a copy of a Job Manual/Employee Manual obtained from a local business, ask students to locate and to report on one of any number of the following items:
    a. What procedures are followed for reporting absences from work?
    b. What procedures are followed for writing and sending letters in the company?
    c. How are the employees paid? When are they paid?
    d. What are the company's holidays?
    e. What are the business hours?
    f. What procedures are followed for saving documents?

g. What are specific company benefits?
h. Who is the company president? vice-president? Who is responsible for seeing that each department's work is completed? If no departments exist, who is responsible for all the work?
i. Are employees allowed a vacation? If so, for how long? When can a new employee take a vacation?

Suggested Length of Activity

Two or three 50-minute class periods

Suggestions for Evaluation

If possible, tailor this activity to students' individual interests. If students are interested in working for particular companies, try to obtain job/employee manuals from those companies. If students seek general information, allow them to use the reference section of a library to complete this activity. Students should be asked to keep a written record of the information they obtain. Teachers should then ask students to report orally or in writing the information they obtain.

Evaluate the students' oral or written reports for the information found. If written reports are used, be sure to stress the importance of the accuracy of the final documents and evaluate them accordingly.

Activity Name: Following Directions D-10
Unit Objective 10

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

Students will be able to recognize the importance of following directions.

Facilities or Materials Needed

Can You Follow Directions? handout
This is A Test! handout
Proofreading Exercise handout
Editing handout

Description of Activity

1. Teachers will distribute each handout individually.
2. Students are to leave handout face down until directed otherwise.
3. Students are to turn over handout when directed.
4. Students are to complete the exercise by reading and by following the directions.
5. Five minutes is to be allowed for each handout.
6. Teachers determine which students followed directions at the end of the exercise.
7. Teachers should discuss the importance of following directions at school and on the job.

Suggested Length of Activity

Approximately 20 to 30 minutes (allowing 5 minutes per handout plus time to distribute handouts)

Suggestions for Evaluation

This activity is best completed as a group. Ask students who complete the exercise before time is called to remain quiet until all students have a chance to complete the task.

Create a similar worksheet or evaluate students' assignments based on their ability to follow directions.

Name______________________

ACTIVITY D-10A: CAN YOU FOLLOW DIRECTIONS?

Read the following sentences. Be sure to read all the sentences before you begin this activity and then follow the directions given. You will have five minutes to complete this activity.

1. Put your name in the upper right-hand corner of this paper.
2. Put the date under your name.
3. Circle the "r's" given in the three lines of directions above.
4. Write the name of this class in the upper left-hand corner of this page.
5. Write the class period under the name of the class in the upper left-hand corner of this page.
6. In item 1, circle the "t's."
7. In items 2 and 3, put an "X" on the "the's."
8. In items 4 and 5, circle "the's."
9. At the end of this line, write your birthdate.
10. At the end of this line, write the number of people in your family.
11. Below this line, write your street address.
12. In items 6, 7 and 8 circle the numbers.
13. At the end of this line, write your year in school.
14. Count the number of times the word "the" is used in items 1-19. Write that number at the end of this line.
15. Now that you have completed reading all of the directions, complete only the instructions given in items 1 and 2 above.

Name________________________

ACTIVITY D-10B: THIS IS A TEST!
(Five minutes)

CAN YOU READ?

FEWER FATAL FAILURES ARE THE RESULT OF YEARS
OF SCIENTIFIC STUDY COMBINED WITH THE
EXPERIENCE OF YEARS

How many F's?

CAN YOU COUNT

On the chance that you may be doing some grocery shopping this week, here's a little drill in mental arithmetic to sharpen your skills. Do this exercise in your head:

1. Add one thousand twenty and one thousand twenty.
2. Now add twenty to your answer.
3. Add twenty again.
4. Now add ten.
5. Add ten again.

What is your total?

HOW IS YOUR READING/VISUAL MEMORY?

Circle the column number that does not match the others.

1.	7462	7642	7462
2.	22011	22101	22011
3.	763456	763645	763645
4.	3496782	2496782	2496782
5.	99344687	99377678	99344687

CIRCLE THE LETTERS IDENTIFIED AT THE LEFT OF EACH SET:

1.	C	CYRCULOCQWCBMC
2.	N	SMNWRNMTYNMINM
3.	E	FHEDEPEXMEFEHZ
4.	I	LFIVITSIDLIDLI
5.	A	AGIENKACIRSEAV

ACTIVITY D-10B: THIS IS A TEST!
(Five minutes)
(TEACHER'S COPY)

CAN YOU READ?

FEWER FATAL FAILURES ARE THE RESULT OF YEARS
OF SCIENTIFIC STUDY COMBINED WITH THE
EXPERIENCE OF YEARS

How many F's? 4

CAN YOU COUNT

On the chance that you may be doing some grocery shopping this week, here's a little drill in mental arithmetic to sharpen your skills. Do this exercise in your head:

1. Add one thousand twenty and one thousand twenty.
2. Now add twenty to your answer.
3. Add twenty again.
4. Now add ten.
5. Add ten again.

What is your total? 2,100

HOW IS YOUR READING/VISUAL MEMORY?

Circle the column number that does not match the others.

1.	7462	7642	7462
2.	22011	22101	22011
3.	763456	763645	763645
4.	3496782	2496782	2496782
5.	99344687	99377678	99344687

CIRCLE THE LETTERS IDENTIFIED AT THE LEFT OF EACH SET:

1.	C	CYRCULOCQWCBMC
2.	N	SMNWRNMTYNMINM
3.	E	FHEDEPEXMEFEHZ
4.	I	LFIVITSIDLIDLI
5.	A	AGIENKACIRSEAV

Name______________________

ACTIVITY D-10C: PROOFREADING EXERCISE

In each case, the item in the first column is correct; however, some of the items in the second column contain typographical errors. If an item is incorrect, circle the error. If correct, write C to the left of the number. You are allowed five minutes to complete this activity.

1.	Charlotte Braunschwieg	Charlotte Braunschweig
2.	Alexander Ingersoll	Alexandar Ingersall
3.	Stanley Nussenbaum	Stanley Nusenbaum
4.	Rai G. Mehdiralla	Rai G. Mehdiralla
5.	Elias Michoancano	Elias Michocano
6.	Allan Z. Sulkowski	Alan Z. Sulkowski
7.	Domenick LaStella	Domenick Lastella
8.	Cheng San Khoo	Chen San Khoo
9.	Joseph Ealy Wallach	Josef Ealy Wallack
10.	Issam Khorassani	Issam Khorasani
11.	719 Sheldon Road	719 Shelton Road
12.	Donreith, IN 47337	Dunreith, IN 47337
13.	Bangor, ME 04401	Bangor, MA 04401
14.	7010 Bintliff St.	7010 Bentliff St.
15.	9473 Vestheimer	9743 Vestheimer
16.	48-50 Arthington Ave.	48--50 Arthington Ave.
17.	Drummonds, TN 38023	Drummonds, TN 38023
18.	203 Briar Forrest	203 Briar Forrest St.
19.	Greenville, SC 29610	Greenville, NC 27834
20.	Grosse Pointe, MI 48236	Grosse Point, MI 48236
21.	6297-979-97202	6297-979-97202
22.	4784-858-96066	4784-858-96606
23.	1131-114-84626	1311-114-84626
24.	9689-009-90787	9689-009-90787
25.	5824-595-59029	5824-595-59029
26.	3467-389-03874	3467-289-03874
27.	2793-240-83045	2793-204-83056
28.	1385-367-35148	1385-367-35184
29.	2057-932-51683	2057-932-51683
30.	2039-472-43206	2309-472-43206

ACTIVITY D-10C: PROOFREADING EXERCISE
(TEACHER'S COPY)

In each case, the item in the first column is correct; however, some of the items in the second column contain typographical errors. If an item is incorrect, circle the error. If correct, write C to the left of the number. You are allowed five minutes to complete this activity.

	1.	Charlotte Braunschwieg	Charlotte Braunschweig
	2.	Alexander Ingersoll	Alexandar Ingersall
	3.	Stanley Nussenbaum	Stanley Nusenbaum
C	4.	Rai G. Mehdiralla	Rai G. Mehdiralla
	5.	Elias Michoancano	Elias Michocano
	6.	Allan Z. Sulkowski	Alan Z. Sulkowski
	7.	Domenick LaStella	Domenick Lastella
	8.	Cheng San Khoo	Chen San Khoo
	9.	Joseph Ealy Wallach	Josef Ealy Wallack
	10.	Issam Khorassani	Issam Khorasani
	11.	719 Sheldon Road	719 Shelton Road
	12.	Donreith, IN 47337	Dunreith, IN 47337
	13.	Bangor, ME 04401	Bangor, MA 04401
	14.	7010 Bintliff St.	7010 Bentliff St.
	15.	9473 Vestheimer	9743 Vestheimer
	16.	48-50 Arthington Ave.	48--50 Arthington Ave.
C	17.	Drummonds, TN 38023	Drummonds, TN 38023
	18.	203 Briar Forrest	203 Briar Forrest St.
	19.	Greenville, SC 29610	Greenville, NC 27834
	20.	Grosse Pointe, MI 48236	Grosse Point, MI 48236
C	21.	6297-979-97202	6297-979-97202
	22.	4784-858-96066	4784-858-96606
	23.	1131-114-84626	1311-114-84626
C	24.	9689-009-90787	9689-009-90787
C	25.	5824-595-59029	5824-595-59029
	26.	3467-389-03874	3467-289-03874
	27.	2793-240-83045	2793-204-83056
	28.	1385-367-35148	1385-367-35184
C	29.	2057-932-51683	2057-932-51683
	30.	2039-472-43206	2309-472-43206

Name______________________

ACTIVITY D-10D: EDITING

Circle any content errors in the following sentences. Write the possible correction in the space above each sentence.

1. The next flight leave at 3 p.m.
2. The date for the winter workshop is July 3.
3. The largest city in New York is Rochester.
4. The shopping center is open from 9:30 a.m. until 11 a.m.

Proofread the following document by indicating necessary corrections. Use proofreaders' marks. Retype or rewrite the document in the proper format as directed by your teacher.

MEMORANDUM

TO: All Department Managers
FROM: Sue
DATE: March 1, 19--
SUBJECT: Service calls for Typewriters

All calls for services should be coordinate thought the Facilities Department Ext 923. Calls should not be make directly because it slows the service response and the control over the quality of service.

SR/msr

ACTIVITY D-10D: EDITING
(TEACHER'S COPY)

Circle any content errors in the following sentences. Write the possible correction in the space above each sentence.

1. The next flight leaves at 3 p.m.
2. The date for the summer workshop is July 3.
3. The largest city in New York is New York.
4. The shopping center is open from 9:30 a.m. until 11 p.m.

Proofread the following document by indicating necessary corrections. Use proofreaders' marks. Retype or rewrite the document in the proper format as directed by your teacher.

MEMORANDUM

TO: All Department Managers
FROM: Sue
DATE: March 1, 1988
SUBJECT: Service Calls for Typewriters

All calls for services should be coordinated through the Facilities Department Ext. 923. Calls should not be made directly because it slows the service response and the control over the quality of service.

SR/msr

TEACHER RESOURCES FOR UNIT

Consumer's Resource Handbook. Washington, D. C.: United States Office of Consumer Affairs, January 1986 ed.

Crawford, Erickson, Beaumont, Robinson and Ownby. Century 21 Keyboarding, Formatting, and Document Processing. Cincinnati: Southwestern Publishing Co., 1987.

Guralnik, David B. Webster's New World Dictionary of the American Language. New York: New World Dictionaries/Simon and Schuster, 1984.

Lloyd, Winger, Johnson, Hall, Morrison and Rowe. Gregg Typing/Series Seven. New York: McGraw-Hill Book Company, 1982.

1985-86 Congressional Directory. Washington, D. C.: United States Government Printing Office.

1986 Information Please Almanac. Boston: Houghton Mifflin Publishing Company, 1986.

Occupational Outlook Handbook. Washington, D.C.: U.S. Department of Labor, April 1986.

Stewart, Zimmer and Clark. Business English and Communication, 6th ed. New York: McGraw-Hill Book Company, 1984.

United States Government Manual 1984-85. Washington, D. C.: U.S. Government Printing Office, 1984.

United States Postal Directory 1986 National Five-Digit ZIP Code and Post Office Directory. Washington D.C.: Address Information Systems Division, 1986.

Washington Information Directory 1984-85. Washington, D.C.: Congressional Quarterly, Inc., 1984.

UNIT E: BASIC MECHANICS

UNIT PLAN

Introduction

The following activities provide a review of the basic mechanics of the English language--grammar, punctuation, spelling and vocabulary. These activities should merely serve as an opportunity to review material previously learned and to become aware of some of the "finer" points of mechanics. This unit could be expanded to include other areas such as capitalization and numbers. Although geared toward a business application, these basic mechanics would be applicable to students in any course such as written communication or for on-the-job experience.

To begin this unit, one day should be allotted for a pre-test which can be used to assess where a particular class falls in terms of its background in mechanics. The activities and time allotted for each are merely a guide. If a class appears to need more work in a particular area, additional materials can be utilized; if no need exists for a review the activities can be omitted.

A wealth of material has been provided in this unit to meet the instructional objectives. Teachers are encouraged to use additional materials, particularly those that discuss ethical principles and issues, either fabricated or real. Students entering today's business environment must be exposed to specific vocabulary and meanings as they relate to ethics. Such material should be used to meet both the goals of this unit as well as goals of other units in the communications section.

Included in this unit are activities that focus on spelling and vocabulary. These activities may be interspersed at any time throughout this unit. Flexibility is the key to using these activities; they should be utilized whenever and wherever they will be most effective.

Topical Outline of Unit

BASIC MECHANICS

1. Grammar
    a. Sentence structure
    b. Nouns
        (1) cases
        (2) plurals
        (3) possessives

c. Pronouns
    (1) cases
    (2) pronoun-antecedent agreement
d. Verbs
    (1) tense; regular/irregular verbs
    (2) transitive/intransitive verbs
    (3) "troublesome" verbs
    (4) subject-verb agreement
e. Adjectives, adverbs and prepositions

2. Punctuation
    a. Commas
    b. Miscellaneous punctuation marks

3. Spelling and vocabulary
    a. Use of the dictionary with homonyms
    b. Most frequently misspelled words
    c. Vocabulary

Unit Objectives

At the end of this unit, students will be able to

1. Understand the basic structure of a sentence.
2. Understand the characteristics of nouns and be able to correctly form their plurals and possessives.
3. Understand the characteristics of pronouns and use these pronouns in agreement with their antecedents.
4. Understand the characteristics of verbs and be able to correctly form the proper tense of both regular and irregular verbs.
5. Distinguish between a transitive and an intransitive verb and use the correct form of certain "troublesome" verbs.
6. Use subjects and verbs in agreement.
7. Recognize and correctly use adjectives, adverbs and prepositions.
8. Use punctuation marks, specifically commas and semicolons, correctly in written assignments.
9. Become familiar with the correct spelling of frequently misspelled words.

Name______________________

BUSINESS COMMUNICATION PRETEST

If a sentence contains an error in grammar or usage, underline the error; then write the necessary correction in the space provided. If the sentence is correct, write OK on the lines.

1. Carlos feels that he has better qualifications than her and that he deserves a promotion. ______________________
2. Don't Ms. Grier need to sign that contract? ______________________
3. Was you able to meet the January 15 deadline? ______________________
4. Would you like these kind of chairs in your office? ______________________
5. Have you ever took a course in statistics? ______________________
6. Mr. Davis decided to type the report hisself. ______________________
7. Each of the applicants did good on the test. ______________________
8. Jean said some of the machines is being repaired. ______________________
9. Neither Ray or Elaine attended the reception. ______________________
10. I don't think that no one knew about the changes. ______________________
11. Dr. Martin and me had been notified previously. ______________________
12. They must have felt badly about the delay. ______________________

Name________________________

BUSINESS COMMUNICATION PRETEST
(Continued)

13. Do you think interest rates are liable to rise? ____________________

14. Perhaps we should do the work different next time. ____________________

15. Each of the women did their share of the work. ____________________

16. You and he ought to help one another occasionally. ____________________

17. Which one of those copies are yours? ____________________

18. Anne, together with her assistant, were there. ____________________

19. Which of the two offices is largest? ____________________

20. Was the carton setting outside when you saw it? ____________________

21. All of us should study the matter farther. ____________________

22. The guest speaker may be she, but I'm not sure. ____________________

23. Us employees deserve a good bonus this year. ____________________

24. Is this one of the machines that needs repairing? ____________________

25. Does anyone know who's reference manual this is? ____________________

26. Both like swimming and to jog, don't they? ____________________

27. It is only one of the things that annoy us. ____________________

Name______________________

BUSINESS COMMUNICATION PRETEST
(Continued)

28. Do you know who put them boxes of file folders on my desk? ______________________

29. There were less applicants than we had expected for that job. ______________________

30. We should of written to them early last month, but we forgot to do so. ______________________

31. This jacket is different than the one I ordered, and I plan to return it. ______________________

32. Both agency's fees seem very high to us. ______________________

33. How many sister-in-laws do you have? ______________________

34. Everyone did their best to ensure the success of the meeting. ______________________

35. At least part of the work will have to be done by Margaret and I. ______________________

36. Maybe there won't be to much work left for you to do next week. ______________________

37. I wonder what them repairs will cost. ______________________

38. The number of cancellations has decreased during the past year. ______________________

39. Tomatoes grow good in soil such as this. ______________________

40. Wes usually takes good care of hisself. ______________________

41. The typists have all ready finished the invitations. ______________________

42. This add will increase our sales volume. ______________________

Name________________

BUSINESS COMMUNICATION PRETEST
(Continued)

43. Each of the people are in good health. ________________

44. She brought her's, but I forgot mine. ________________

45. Susan and he have decided to attend the reunion. ________________

46. It's value is very great. ________________

47. Neither of the women lost their glasses. ________________

48. The car in front of us stopped very sudden. ________________

49. Larry and me always try to help each other. ________________

50. Fifty dollars are due on the principal of the loan. ________________

BUSINESS COMMUNICATION PRETEST
(TEACHER'S COPY)

If a sentence contains an error in grammar or usage, underline the error; then write the necessary correction in the space provided. If the sentence is correct, write OK on the lines.

1. Carlos feels that he has better qualifications than her and that he deserves a promotion. SHE
2. Don't Ms. Grier need to sign that contract? DOESN'T
3. Was you able to meet the January 15 deadline? WERE
4. Would you like these kind of chairs in your office? THIS KIND OR THOSE KINDS
5. Have you ever took a course in statistics? TAKEN
6. Mr. Chin decided to type the report hisself. HIMSELF
7. Each of the applicants did good on the test. WELL
8. Jean said some of the machines is being repaired. ARE
9. Neither Ray or Elaine attended the reception. NOR
10. I don't think that no one knew about the changes. ANY ONE
11. Dr. Martin and me had been notified previously. I
12. They must have felt badly about the delay. BAD

BUSINESS COMMUNICATION PRETEST
(TEACHER'S COPY)
(Continued)

13.	Do you think interest rates are liable to rise?	LIKELY
14.	Perhaps we should do the work different next time.	DIFFERENTLY
15.	Each of the women did their share of the work.	HER
16.	You and he ought to help one another occasionally.	OK
17.	Which one of those copies are yours?	IS
18.	Anne, together with her assistant, were there.	WAS
19.	Which of the two offices is largest?	LARGER
20.	Was the carton setting outside when you saw it?	SITTING
21.	All of us should study the matter farther.	FURTHER
22.	The guest speaker may be she, but I'm not sure.	OK
23.	Us employees deserve a good bonus this year.	WE
24.	Is this one of the machines that needs repairing?	NEED
25.	Does anyone know who's reference manual this is?	WHOSE
26.	Both like swimming and to jog, don't they?	JOGGING OR TO SWIM
27.	It is only one of the things that annoy us.	ANNOYS

BUSINESS COMMUNICATION PRETEST
(TEACHER'S COPY)
(Continued)

28. Do you know who put them boxes of file folders on my desk? THOSE

29. There were less applicants than we had expected for that job. FEWER

30. We should of written to them early last month, but we forgot to do so. HAVE

31. This jacket is different than the one I ordered, and I plan to return it. FROM

32. Both agency's fees seem very high to us. AGENCIES'

33. How many sister-in-laws do you have? SISTERS-IN-LAW

34. Everyone did their best to ensure the success of the meeting. HIS OR HER

35. At least part of the work will have to be done by Margaret and I. ME

36. Maybe there won't be to much work left for you to do next week. TOO

37. I wonder what them repairs will cost. THOSE OR THESE

38. The number of cancellations has decreased during the past year. OK

39. Tomatoes grow good in soil such as this. WELL

40. Wes usually takes good care of hisself. HIMSELF

41. The typists have all ready finished the invitations. ALREADY

42. This add will increase our sales volume. AD

BUSINESS COMMUNICATION PRETEST
(TEACHER'S COPY)
(Continued)

43. Each of the people are in good health. IS

44. She brought her's, but I forgot mine. HERS

45. Susan and he have decided to attend the reunion. OK

46. It's value is very great. ITS

47. Neither of the women lost their glasses. HER

48. The car in front of us stopped very sudden. SUDDENLY

49. Larry and me always try to help each other. I

50. Fifty dollars are due on the principal of the loan. IS

SUGGESTED STUDENT ACTIVITIES

Activity Name: Sentence Structure E-1
Unit Objective 1

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

At the end of this activity, students will be able to

1. Understand the differences among phrases, clauses and sentences.
2. Identify both dependent and independent clauses.
3. Recognize sentence fragments and be able to correct them.

Facilities or Materials Needed

Overhead projector or chalkboard
Classifying Groups of Words worksheet
Sentences/Sentence Fragments worksheet

Description of Activity

This activity should be used as an introduction to the unit on basic mechanics. This activity should serve as a brief review with emphasis on writing in complete thoughts and identifying sentence fragments and can be adapted to the ability level of each class. If students are advanced, more emphasis should be placed on sentence variety and the structure of more complex sentences. If the group is of a lower ability level, more emphasis should be placed on complete thoughts.

1. Distinguish with students the differences among phrases, clauses and sentences.
2. Review the differences between dependent and independent clause.
3. Do together in class the worksheet on phrases, dependent clauses and independent clauses.
4. Assign worksheet on sentences/sentence fragments.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

As this material should be strictly for review purposes, move rapidly over the basic information for phrases and clauses. Be sure to point out to students the role of the subordinating conjunction in a dependent clause. Students could be encouraged to make up examples of phrases, clauses, dependent clauses and independent clauses or sentences.

The greatest emphasis in this activity should be placed on sentence fragments. Examine in depth what constitutes a fragment and how it could be corrected. If students have done any previous writing, examples from their work could be utilized by placing these fragments on the board or overhead projector and then working together to correct them.

Suggestions for Evaluation

Teachers may use these assignments as they see fit. They may be done together in class or be given as homework assignments.

Name ____________________

ACTIVITY E-1: CLASSIFYING GROUPS OF WORDS

Classify each of the following groups of words as either a phrase, a dependent clause or an independent clause. Write the correct answer on the blank provided.

1. Your assistance will be very much appreciated ____________________
2. Among the provisions of the proposed agreement ____________________
3. That Ms. Greene will become the newest member of the committee ____________________
4. While we were on a business trip to Boston ____________________
5. It's a matter of very special concern to members of this area ____________________
6. To ensure the success of any business venture ____________________
7. After you have met with the members of the planning committee ____________________
8. Making such an important decision concerning the business ____________________
9. Shown in the graph of our annual report ____________________
10. Should receive her response before next Thursday ____________________

For any group of words which were classified as either a phrase or a dependent clause, rewrite the words to form an independent clause. Use the space provided below.

Name ____________________

ACTIVITY E-1: CLASSIFYING GROUPS OF WORDS
(TEACHER'S COPY)

Classify each of the following groups of words as either a phrase, a dependent clause or an independent clause. Write the correct answer on the blank provided.

1. Your assistance will be very much appreciated INDEPENDENT CLAUSE
2. Among the provisions of the proposed agreement PHRASE
3. That Ms. Greene will become the newest member of the committee DEPENDENT CLAUSE
4. While we were on a business trip to Boston DEPENDENT CLAUSE
5. It's a matter of very special concern to members of this area INDEPENDENT CLAUSE
6. To ensure the success of any business venture PHRASE
7. After you have met with the members of the planning committee DEPENDENT CLAUSE
8. Making such an important decision concerning the business PHRASE
9. Shown in the graph of our annual report PHRASE
10. Should receive her response before next Thursday PHRASE

For any group of words which were classified as either a phrase or a dependent clause, rewrite the words to form an independent clause. Use the space provided below.

Name______________________

ACTIVITY E-1: SENTENCES/SENTENCE FRAGMENTS

For each group of words below, indicate whether the words are a sentence or a sentence fragment; on the blank line write S for sentence or SF for sentence fragment. If the words are a sentence fragment, rewrite them in the space below to make a complete sentence.

1. The talkative salesperson took me for a test drive. ________
2. Two wobbly wheels and a loose steering wheel. ________
3. Puffs of blue smoke and grinding noises. ________
4. The same courteous attention to everyone. ________
5. The flaking paint peeled off on our side. ________
6. Ms. Times and I encourage community participation. ________
7. Different companies exhibiting their reading materials. ________
8. Using the skills of other teachers in special classes. ________
9. The tradition of previous methods with young pupils. ________
10. Many students learn to read with help from an interested teacher. ________
11. Americans write of many things. ________
12. Langston Hughes explains conditions in America. ________
13. Certainly the most knowledgeable. ________
14. His stated intention from reading his work. ________
15. Many students enjoy Leroi Jones' poetry and plays. ________

ACTIVITY E-1: SENTENCES/SENTENCE FRAGMENTS
(TEACHER'S COPY)

For each group of words below, indicate whether the words are a sentence or a sentence fragment; on the blank line write S for sentence or SF for sentence fragment. If the words are a sentence fragment, rewrite them in the space below to make a complete sentence.

1. The talkative salesperson took me for a test drive. S
2. Two wobbly wheels and a loose steering wheel. SF
3. Puffs of blue smoke and grinding noises. SF
4. The same courteous attention to everyone. SF
5. The flaking paint peeled off on our side. S
6. Ms. Times and I encourage community participation. S
7. Different companies exhibiting their reading materials. SF
8. Using the skills of other teachers in special classes. SF
9. The tradition of previous methods with young pupils. SF
10. Many students learn to read with help from an interested teacher. S
11. Americans write of many things. S
12. Langston Hughes explains conditions in America. S
13. Certainly the most knowledgeable. SF
14. His stated intention from reading his work. SF
15. Many students enjoy Leroi Jones' poetry and plays. S

Activity Name: Nouns E-2
Unit Objective 2

Suggested Use of Activity

Once students have worked at writing complete sentences and correcting sentence fragments, they must understand the role of nouns in written and oral communication. Emphasis in this activity should be on the characteristics of a noun and the correct formation of plurals and possessives of nouns.

Objectives of Activity

At the end of this activity, students will be able to

1. Identify the basic characteristics of a noun.
2. Distinguish a noun from other parts of speech.
3. Form the plurals of nouns.
4. Form the possessives of nouns.
5. Identify the usage of a noun in a sentence in terms of its case.

Facilities or Materials Needed

Overhead projector or chalkboard
Classifying Nouns worksheet
Noun Cases A and B worksheet
Noun Plurals worksheet
Noun Possessives worksheet

Description of Activity

1. Classify nouns as common, proper, concrete, abstract and collective; have students provide examples of each.
2. Discuss the three characteristics of nouns.
3. Distinguish among masculine, feminine, neuter or common nouns; have students provide examples of each.
4. Distinguish among singular, plural or collective nouns; have students provide examples of each.
5. Do together in class the worksheet for classifying nouns.
6. Discuss the three cases of nouns; go over usage of nouns in each case.
7. Pass out worksheets for cases; do one worksheet together in class and have students do one worksheet as a homework assignment.
8. Discuss rules concerning forming the plurals of nouns.
9. Distribute worksheet on plurals and have students complete this assignment.

10. Discuss rules concerning the formation of possessive nouns.
11. Distribute worksheet for possessive nouns.

Suggested Length of Activity

Three 50-minute class periods

Suggestions for Teacher

Focus the discussion of nouns on the characteristics which set them apart from other parts of speech. Be sure to emphasize number, gender and case.

Great emphasis should be placed on the usage of a noun in a sentence, either in the nominative, objective or possessive case. Be sure to cover instances when a noun would be used in each case. For example

1. Nominative case--subject, predicate nominative
2. Objective--direct object, indirect object, object of a preposition
3. Possessive--to show ownership

Once students can identify when nouns occur within a sentence, move to a study of the rules for forming the plurals of nouns. Because of the large number of rules and the many exceptions to these rules, concentrate on the basic rules which frequently hold true when forming the plural of nouns. For instance, include rules concerning the following:

1. addition of an s
2. nouns ending in s, x, ch, sh or z
3. common nouns ending in y with either a vowel or consonant before the y
4. nouns ending in o that relate to musical terms
5. compound nouns
6. nouns which are always singular
7. nouns which are always plural
8. nouns with irregular plurals

A natural progression from the study of plural nouns to the formation of possessive nouns would occur next. Cover the three basic rules concerning the following

1. nouns ending in s or the sound of s
2. nouns not ending in s or the sound of s
3. two or more nouns showing separate ownership or joint ownership

BEST COPY AVAILABLE

Because plural possessives seem to give students a difficult time, emphasize this two-step procedure:

1. First, change the singular noun to plural.
2. Second, apply the rules concerning apostrophes.

This activity will require three class periods. On the first day, the teacher could cover the classification of nouns, the characteristics of nouns and cases. The second day could include a review of homework and a discussion of plural nouns. The third day could allow time for the review of homework and for a discussion of the formation of possessive nouns.

Suggestions for Evaluation

Several worksheets are included for use as a class activity. The homework assignments should always be checked and reviewed the next day so that immediate reinforcement of the learning can be provided and so that the teacher can discern whether or not the students understand the assignment. Teachers can decide whether or not to grade the homework. One suggestion is that homework not be graded but merely checked to see that it has been completed and that a test on this material be given at a later date.

NAME__________________

ACTIVITY E-2: CLASSIFYING NOUNS

Draw a line under each common noun in each of the following sentence fragments. For each proper noun, draw 3 short lines under each letter that should be capitalized.

1. a report by john on the study conducted
2. may work on the staff of the new york times
3. paid the interest on last month's account
4. enticed us to move to chicago
5. purchase mutual funds at a reasonable price
6. to summarize the work accomplished every business week
7. will determine the spot to build a new store
8. does not account for the decrease in sales in july and august
9. are leaving the city to move to the suburbs
10. confirm the price of the items to be donated

Indicate whether the underlined noun is singular or plural by writing S or P on the line. If the noun could be either singular or plural, write both on the line.

11. of interest to students __________
12. at a cottage near the lake __________
13. clothing for young boys __________
14. on behalf of the voters __________
15. the seats in the room __________
16. saw the deer in the park __________
17. thought you or Mr. Green __________
18. the attorneys for Sally __________

Name________________

ACTIVITY E-2: CLASSIFYING NOUNS
(Continued)

19. the procedures to know __________

20. scissors which are missing __________

Indicate the gender of each underlined noun. Write M for masculine, F for feminine, N for neuter or C for common.

21. a successful teacher __________

22. a qualified doctor __________

23. the number of women __________

24. any new business __________

25. that Louise would want __________

26. the car belonging to Sam __________

27. our manager is __________

28. every qualified worker __________

29. the woman will report __________

30. some wallpaper ordered __________

ACTIVITY E-2: CLASSIFYING NOUNS
(TEACHER'S COPY)

Draw a line under each common noun in each of the following sentence fragments. For each proper noun, draw 3 short lines under each letter that should be capitalized.

1. a report by John on the study conducted
2. may work on the staff of the New York Times
3. paid the interest on last month's account
4. enticed us to move to Chicago
5. purchase mutual funds at a reasonable price
6. to summarize the work accomplished every business week
7. will determine the spot to build a new store
8. does not account for the decrease in sales in July and August.
9. are leaving the city to move to the suburbs
10. confirm the price of the items to be donated

Indicate whether the underlined noun is singular or plural by writing S or P on the line. If the noun could be either singular or plural, write both on the line.

11. of interest to students P
12. at a cottage near the lake S
13. clothing for young boys P
14. on behalf of the voters P
15. the seats in the room P
16. saw the deer in the park Both
17. thought you or Mr. Green S
18. the attorneys for Sally P

ACTIVITY E-2: CLASSIFYING NOUNS
(TEACHER'S COPY)
(Continued)

19. the procedures to know P

20. scissors which are missing P

Indicate the gender of each underlined noun. Write M for masculine, F for feminine, N for neuter or C for common.

21. a successful teacher C

22. a qualified doctor C

23. the number of women F

24. any new business N

25. that Louise would want F

26. the car belonging to Sam N

27. our manager is C

28. every qualified worker C

29. the woman will report F

30. some wallpaper ordered N

NAME________________

ACTIVITY E-2: NOUN CASES A

In each of the sentences below, circle each noun; above the noun write its case. Use N for nominative, P for possessive and O for objective.

1. During the days of chivalry, no knight surpassed King Arthur.
2. Through his strength he proved his right to the throne of Britain.
3. He removed a great sword from a solid rock.
4. Later, Arthur was given a sword with magical strength.
5. The knights who gathered around King Arthur were known throughout the land for their courage and goodness.
6. They were dedicated to the service of those in need of help.
7. Under Arthur's protection they met and feasted at Camelot.
8. When someone was in trouble, one of Arthur's knights rode to his assistance.
9. The Knights of the Round Table led adventurous lives.

ACTIVITY E-2: NOUN CASES A
(TEACHER'S COPY)

In each of the sentences below, circle each noun; above the noun write its case. Use N for nominative, P for possessive and O for objective.

O O N O
1. During the days of chivalry, no knight surpassed King
Arthur.

O O O
2. Through his strength he proved his right to the throne of
O
Britain.

O O
3. He removed a great sword from a solid rock.

N O O
4. Later, Arthur was given a sword with magical strength.

N O
5. The knights who gathered around King Arthur were known
O O O
throughout the land for their courage and goodness.

O O O
6. They were dedicated to the service of those in need of help.

P O O
7. Under Arthur's protection they met and feasted at Camelot.

O P O
8. When someone was in trouble, one of Arthur's knights rode to
O
his assistance.

N O O
9. The Knights of the Round Table led adventurous lives.

NAME____________________

ACTIVITY E-2: NOUN CASES B

Underline the nouns in each sentence below. Above each noun identify whether the noun is in the nominative, objective or possessive case. Use N for nominative, P for possessive and O for objective.

1. The engineer submitted several recommendations.
2. Our offices are in this new skyscraper.
3. How many stamps were on those two envelopes?
4. Businesses, as well as individuals, pay taxes.
5. Most stores and restaurants accept credit cards.
6. All employees' timecards are stored by the time clock.
7. Most jobs offer opportunities for advancement.
8. We appreciate the assistance of our co-workers.
9. Cooperation is essential to the success of the plan.
10. Is education of greater importance than experience?
11. The maintenance of the equipment is not a problem.
12. How much commission did the stockbroker collect?
13. I think Miss Day will accept the assignment.
14. Your appointment is scheduled for 9 o'clock.

NAME____________________

ACTIVITY E-2: NOUN CASES B
(Continued)

15. This machine is worth $50 on a trade-in.

16. What is your supervisor's name and telephone number?

17. Good judgment is a requirement for success.

18. Herman's company is a manufacturer of hardware.

19. Both volumes are on sale in the bookstore.

20. The company's work force wants a shorter workweek.

21. Most of the brochure was devoted to advertising.

22. We should hold the next conference in Atlantic City.

23. Their representative has an appointment to see you.

24. Management often uses the technique of brainstorming.

25. Construction of more facilities is underway.

ACTIVITY E-2: NOUN CASES B
(TEACHER'S COPY)

Underline the nouns in each sentence below. Above each noun identify whether the noun is in the nominative, objective or possessive case. Use N for nominative, P for possessive and O for objective.

N O
1. The engineer submitted several recommendations.

N O
2. Our offices are in this new skyscraper.

N O
3. How many stamps were on those two envelopes?

N N O
4. Businesses, as well as individuals, pay taxes.

N N O
5. Most stores and restaurants accept credit cards.

P N O
6. All employees' timecards are stored by the time clock.

N O O
7. Most jobs offer opportunities for advancement.

O O
8. We appreciate the assistance of our co-workers.

N O O
9. Cooperation is essential to the success of the plan.

N O N
10. Is education of greater importance than experience?

N O N
11. The maintenance of the equipment is not a problem.

O N
12. How much commission did the stockbroker collect?

N O
13. I think Miss Day will accept the assignment.

N O
14. Your appointment is scheduled for 9 o'clock.

ACTIVITY E-2: NOUN CASES B
(TEACHER'S COPY)
(Continued)

N O O
15. This machine is worth $50 on a trade-in.

P N N
16. What is your supervisor's name and telephone number?

N N O
17. Good judgment is a requirement for success.

P N N O
18. Herman's company is a manufacturer of hardware.

N O O
19. Both volumes are on sale in the bookstore.

P N O
20. The company's work force wants a shorter workweek.

O O
21. Most of the brochure was devoted to advertising.

O O
22. We should hold the next conference in Atlantic City.

N O
23. Their representative has an appointment to see you.

N O O
24. Management often uses the technique of brainstorming.

N O
25. Construction of more facilities is underway.

NAME______________________

ACTIVITY E-2: NOUN PLURALS

Write the plural of each noun listed below on the line next to the noun.

1. privilege ______________________
2. tooth ______________________
3. equipment ______________________
4. church ______________________
5. Foley ______________________
6. thief ______________________
7. stimulus ______________________
8. high school ______________________
9. business ______________________
10. committee ______________________
11. hero ______________________
12. envelope ______________________
13. man ______________________
14. stockholder ______________________
15. agency ______________________
16. hazard ______________________
17. volunteer ______________________
18. potato ______________________
19. luxury ______________________
20. box ______________________
21. handkerchief ______________________

Name____________________

ACTIVITY E-2: NOUN PLURALS
(Continued)

22. warehouse ____________________
23. Mr. ____________________
24. agency ____________________
25. wish ____________________
26. child ____________________
27. son-in-law ____________________
28. ranch ____________________
29. fox ____________________
30. chicken ____________________
31. radio ____________________
32. attorney ____________________
33. half ____________________
34. vehicle ____________________
35. Hittle ____________________
36. bookshelf ____________________
37. boy ____________________
38. deer ____________________
39. wrench ____________________
40. Miss ____________________

ACTIVITY E-2: NOUN PLURALS
(TEACHER'S COPY)

Write the plural of each noun listed below on the line next to the noun.

1.	privilege	privileges
2.	tooth	teeth
3.	equipment	equipment
4.	church	churches
5.	Foley	Foleys
6.	thief	thieves
7.	stimulus	stimuli
8.	high school	high schools
9.	business	businesses
10.	committee	committees
11.	hero	heroes
12.	envelope	envelopes
13.	man	men
14.	stockholder	stockholders
15.	agency	agenicies
16.	hazard	hazards
17.	volunteer	volunteers
18.	potato	potatoes
19.	luxury	luxuries
20.	box	boxes
21.	handkerchief	handkerchiefs

ACTIVITY E-2: NOUN PLURALS
(TEACHER'S COPY)
(Continued)

22.	warehouse	warehouses
23.	Mr.	Messrs.
24.	agency	agencies
25.	wish	wishes
26.	child	children
27.	son-in-law	sons-in-law
28.	ranch	ranches
29.	fox	foxes
30.	chicken	chickens
31.	radio	radios
32.	attorney	attorneys
33.	half	halves
34.	vehicle	vehicles
35.	Hittle	Hittles
36.	bookshelf	bookshelves
37.	boy	boys
38.	deer	deer
39.	wrench	wrenches
40.	Miss	Misses

NAME________________

ACTIVITY E-2: NOUN POSSESSIVES

Some of the nouns on this page are possessive. The apostrophes, however, have been left out so that you can determine which words require them. Write C next to the sentences that are correct. Insert apostrophes and change the noun to correct possessive form where needed.

1. The Williamses have sent four sopranos to try out for the chorus.
2. The new editor stories pleased his readers greatly.
3. His brothers-in-law manage the office.
4. His brothers-in-law manager has been transferred to the Chicago office.
5. The Joneses own several pieces of property in the swamp lands of Brazil.
6. All the attorneys offices are in the new buildings.
7. South Dakota resources are listed in the back pages of the Almanac.
8. Men and women clothes are on sale in all the stores today.
9. Have you shipped Mrs. Smith orders yet?
10. The film industry newest major director, Steven Spielberg, will deliver several lectures at UCLA.
11. The crew strength was spent in a useless maneuver.

NAME_______________

ACTIVITY E-2: NOUN POSSESSIVES
(Continued)

12. Even at their peak, the gold mines in California were less profitable than the orange groves.

13. California vineyards are the source of more than 75 percent of the nations wine and almost all of its raisins.

14. In three months we hope to see McCarthy greatest invention.

15. Claremont Men College is one of about fifty privately supported institutions of higher education in Southern California.

16. Oral communications in business include making introductions, giving directions, greeting visitors, and making announcements.

17. The secretary instruction book was used for several weeks before the errors were noticed.

18. Several weeks work was completed in less than three days.

19. The teachers and parents inspected the results of the fire that destroyed nearly half the Kavanaugh School District classrooms.

20. We are all looking forward to Ellen visit during Easter vacation and hope she will enjoy the sights of Southern California.

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ACTIVITY E-2: NOUN POSSESSIVES
(TEACHER'S COPY)

Some of the nouns on this page are possessive. The apostrophes, however, have been left out so that you can determine which words require them. Write C next to the sentences that are correct. Insert apostrophes where they are needed and change the nouns to correct possessive form where needed.

C 1. The Williamses have sent four sopranos to try out for the chorus.

2. The new editor's stories pleased his readers greatly.

C 3. His brothers-in-law manage the office.

4. His brother-in-law's manager has been transferred to the Chicago office.

C 5. The Joneses own several pieces of property in the swamp lands of Brazil.

6. All the attorneys' offices are in the new buildings.

7. South Dakota's resources are listed in the back pages of the Almanac.

8. Men's and women's clothes are on sale in all the stores today.

9. Have you shipped Mrs. Smith's orders yet?

10. The film industry's newest major director, Steven Spielberg, will deliver several lectures at UCLA.

11. The crew's strength was spent in a useless maneuver.

C 12. Even at their peak, the gold mines in California were less profitable than the orange groves.

ACTIVITY E-2: NOUN POSSESSIVES
(TEACHER'S COPY)
(Continued)

13. California's vineyards are the source of more than 75 percent of the nation's wine and almost all of its raisins.

14. In three months we hope to see McCarthy's greatest invention.

15. Claremont Men's College is one of about fifty privately supported institutions of higher education in Southern California.

C 16. Oral communications in business include making introductions, giving directions, greeting visitors, and making announcements.

17. The secretary's instruction book was used for several weeks before the errors were noticed.

18. Several weeks' work was completed in less than three days.

19. The teachers and parents inspected the results of the fire that destroyed nearly half the Kavanaugh School District's classrooms.

20. We are all looking forward to Ellen's visit during Easter vacation and hope she will enjoy the sights of Southern California.

Activity Name: Pronouns E-3
Unit Objective 3

Suggested Use of Activity

Students frequently have trouble using pronouns correctly or even recognizing them. Once students have become familiar with the usage of nouns and their characteristics, the next step is to make students aware of the correct usage of pronouns in written and oral communication.

Objectives of Activity

At the end of this activity, students will be able to

1. Identify the basic characteristics of pronouns.
2. Distinguish pronouns from other parts of speech.
3. Identify the case of pronouns and use the correct case in sentences.
4. Identify the antecedent of pronouns.
5. Use pronouns correctly so that they agree with their antecedents.

Facilities or Materials Needed

Chalkboard or overhead projector
Pronoun Usage worksheet
Pronoun-Antecedent Agreement worksheet

Description of Activity

1. Discuss the characteristics of pronouns.
2. Discuss ways in which nouns and pronouns differ.
3. Distinguish between singular or plural pronouns.
4. Distinguish among masculine, feminine, neuter or common pronouns; have students provide examples of each.
5. Discuss the cases of pronouns (as shown by the form of the pronoun) and the correct usage of pronouns.
6. Distribute the worksheet for pronoun usage and have students complete this worksheet as a homework assignment.
7. Discuss and identify antecedents of pronouns.
8. Explain the rules of pronoun-antecedent agreement.
9. Distribute the worksheet for pronoun-antecedent agreement and have the students complete this worksheet as a homework assignment.

Suggested Length of Activity

Two 50-minute class periods

Suggestions for Teacher

When discussing pronouns with students, draw the comparison between nouns and pronouns; but also point out the differences between the two parts of speech. Be sure to emphasize the characteristics of a pronoun--person, number, gender and case.

Review the three cases learned when discussing nouns and the circumstances when a noun or pronoun would be used in each case. Center the discussion of pronouns around the fact that pronouns change form to indicate case. Illustrate on the overhead projector or chalkboard the different forms of a pronoun in the nominative, objective and possessive cases.

Correct pronoun usage is a constant source of trouble for students. Be certain to cover some basic rules relating to the following:

1. two or more subjects joined by and, or, nor
2. a pronoun following a linking verb
3. a verb or preposition with a compound object
4. a pronoun preceding an understood verb

Make sure the students fully understand the concept of an antecedent for every pronoun. Then move into a discussion of pronoun-antecedent agreement, emphasizing that a pronoun must always agree with its antecedent in number, gender and person. Give examples of agreement in each of these situations. Be sure to cover this agreement as applied to these trouble areas:

1. either, some, one, all
2. each or every
3. antecedents which can be common in gender

Two class periods could be allotted for this activity. On the first day, characteristics of pronouns, pronoun forms of cases, and correct pronoun usage could be discussed. The second day should include a review of the homework and a discussion of antecedents as well as pronoun-antecedent agreement.

Suggestions for Evaluation

Several worksheets are included for homework assignments. Teachers should determine whether or not to grade this homework. This material could be covered at a later date in a test on nouns, pronouns and verbs.

NAME____________________

ACTIVITY E-3: PRONOUN USAGE

Underline each incorrectly used pronoun. Then write your correction on the line provided. If no correction is necessary, write OK.

1. Sally and him seemed pleased with our progress. ____________________
2. The two of us should have applied for that job. ____________________
3. Who notified you and she of the mistake in the bid? ____________________
4. Would you like Tom and she to assist you with the job? ____________________
5. No one has made a greater contribution than her. ____________________
6. Please keep mine separate from her's. ____________________
7. They probably are as eager to begin the job as us are. ____________________
8. Both of we sales representatives will be at the conference. ____________________
9. Its being used in many businesses today, isn't it? ____________________
10. You and he ought to prepare your budgets this week. ____________________
11. We appreciate you shipping the order directly to us. ____________________
12. It was him who developed the incentive program. ____________________
13. Her and Edward served on the committee last year. ____________________
14. None of we received instructions to the contrary. ____________________

NAME________________________

ACTIVITY E-3: PRONOUN USAGE
(Continued)

15. You and she ought to visit their new offices. ________________________

16. She brought extra reports for you and I. ________________________

17. It came as no surprise to him or me. ________________________

18. Patricia said the signature was not her's. ________________________

19. It was she who wrote the analysis of the data. ________________________

20. We taxpayers should support that tax proposal. ________________________

21. Were them the ones that you sent for? ________________________

22. Each of you should receive strong recommendations. ________________________

23. We have no objections to his taking this business trip. ________________________

24. Would you ask she to assist you next week? ________________________

25. No one is more efficient than she or Kaye. ________________________

ACTIVITY E-3: PRONOUN USAGE
(TEACHER'S COPY)

Underline each incorrectly used pronoun. Then write your correction on the line provided. If no correction is necessary, write OK.

1.	Sally and him seemed pleased with our progress.	he
2.	The two of us should have applied for that job.	OK
3.	Who notified you and she of the mistake in the bid?	her
4.	Would you like Tom and she to assist you with the job?	her
5.	No one has made a greater contribution than her.	she
6.	Please keep mine separate from her's.	hers
7.	They probably are as eager to begin the job as us are.	we
8.	Both of we sales representatives will be at the conference.	us
9.	Its being used in many businesses today, isn't it?	It's
10.	You and he ought to prepare your budgets this week.	OK
11.	We appreciate you shipping the order directly to us.	your
12.	It was him who developed the incentive program.	he
13.	Her and Edward served on the committee last year.	She
14.	None of we received instructions to the contrary.	us

ACTIVITY E-3: PRONOUN USAGE
(TEACHER'S COPY)
(Continued)

15. You and she ought to visit their new offices. OK

16. She brought extra reports for you and I. me

17. It came as no surprise to him or me. OK

18. Patricia said the signature was not her's. hers

19. It was she who wrote the analysis of the data. OK

20. We taxpayers should support that tax proposal. OK

21. Were them the ones that you sent for? they

22. Each of you should receive strong recommendations. OK

23. We have no objections to his taking this business trip. OK

24. Would you ask she to assist you next week? her

25. No one is more efficient than she or Kaye. OK

NAME____________________

ACTIVITY E-3: PRONOUN-ANTECEDENT AGREEMENT

If a pronoun does not agree with its antecedent, underline the pronoun and write the correct pronoun on the line provided. If no correction is necessary, write OK.

1. The company has moved to their new location. ____________________
2. Which of the two women left their briefcase here? ____________________
3. Each of us must do their share of the work. ____________________
4. A manager must submit her budget every year. ____________________
5. The memorandum is addressed to you and myself. ____________________
6. Any accountant will give you his opinion. ____________________
7. Ms. Barberry moved into her new office. ____________________
8. Neither of those workers does their job well. ____________________
9. Each of the walls has cracks in them. ____________________
10. Several employers have given me their advice. ____________________
11. The president argued with his secretary. ____________________
12. Every man and woman gave their full support. ____________________
13. A typist must check everything they do. ____________________
14. We inspected the building and found it safe. ____________________
15. Everything should be in their proper place. ____________________

NAME____________________

ACTIVITY E-3: PRONOUN-ANTECEDENT AGREEMENT
(Continued)

16. Every owner and every manager gave their approval. ____________________

17. The scissors had a piece of string wrapped around it. ____________________

18. Neither of the men stopped their complaining. ____________________

19. The members of the staff held their meeting yesterday. ____________________

20. Some of us need to do our work more carefully and accurately. ____________________

21. Tim and myself audited those books last week. ____________________

22. The attorney represented himself in court today. ____________________

23. Some of the reports have lost their relevancy. ____________________

24. Everyone should contribute whatever they can to this fund. ____________________

25. The secretary has misplaced her steno pad. ____________________

ACTIVITY E-3: PRONOUN-ANTECEDENT AGREEMENT
(TEACHER'S COPY)

If a pronoun does not agree with its antecedent, underline the pronoun and write the correct pronoun on the line provided. If no correction is necessary, write OK.

1. The company has moved to their new location. its
2. Which of the two women left their briefcase here? her
3. Each of us must do their share of the work. his or her
4. A manager must submit her budget every year. OK
5. The memorandum is addressed to you and myself. me
6. Any accountant will give you his opinion. OK
7. Ms. Barberry moved into her new office. OK
8. Neither of those workers does their job well. his or her
9. Each of the walls has cracks in them. it
10. Several employers have given me their advice. OK
11. The president argued with his secretary. OK
12. Every man and woman gave their full support. his or her
13. A typist must check everything they do. he or she does
14. We inspected the building and found it safe. OK

ACTIVITY E-3: PRONOUN-ANTECEDENT AGREEMENT
(TEACHER'S COPY)
(Continued)

15. Everything should be in their proper place. its

16. Every owner and every manager gave their approval. OK

17. The scissors had a piece of string wrapped around it. them

18. Neither of the men stopped their complaining. his

19. The members of the staff held their meeting yesterday. OK

20. Some of us need to do our work more carefully and accurately. OK

21. Tim and myself audited those books last week. I

22. The attorney represented himself in court today. OK

23. Some of the reports have lost their relevancy. OK

24. Everyone should contribute whatever they can to this fund. he or she

25. The secretary has misplaced her steno pad. OK

Activity Name: Verbs E-4
Unit Objective 4

Suggested Use of Activity

After covering nouns and pronouns, the next logical step in the review process is verbs. This process also completes the link between the elements of a sentence--nouns and pronouns as subject or objects with verbs. At the completion of this activity, a test should be given to pull this information together.

Objectives of Activity

At the end of this activity, students will be able to

1. Identify the types of verbs and different tenses of verbs.
2. Distinguish a verb from other parts of speech.
3. Distinguish between regular and irregular verbs and between transitive and intransitive verbs.
4. Use the correct form of certain "troublesome" verbs.
5. Correctly apply the rules of subject-verb agreement.

Facilities or Materials Needed

Chalkboard or overhead projector
Regular and Irregular Verbs worksheet
Transitive and Intransitive Verbs worksheet
"Troublesome" Verbs worksheet
Subject-Verb Agreement worksheet
Test One

Description of Activity

1. Discuss the differences between verbs of action and verbs of being.
2. Discuss tenses and ways in which verbs are formed to denote tense.
3. Distribute the Regular and Irregular Verb worksheet; have students do the worksheet as a homework assignment.
4. Discuss transitive and intransitive verbs.
5. Hand out worksheet for transitive and intransitive verbs. Do this worksheet together in class.
6. Discuss the troublesome verbs--lie, lay; sit, set; rise, raise--and go over the irregular forms of each of these verbs.
7. Distribute the worksheet dealing with these "troublesome" verbs and work together with students on this worksheet in class.
8. Review the basic rules of subject-verb agreement.

9. Distribute the assignment worksheet dealing with subject-verb agreement and have the students complete this worksheet as a homework assignment.

Suggested Length of Activity

Three 50-minute class periods

Suggestions for Teacher

Make sure the students understand the difference between verbs of action and verbs of being. Also, make brief mention of the difference between forming the plurals for verbs and nouns.

Use a discussion of tense to lead into an understanding of regular or irregular verbs. When discussing tense, limit the discussion to the three main parts of verbs--present, past and perfect tenses. Have students make a list of regular verbs in all three forms. Also, include the eight different forms of the irregular verb be: be, am, is, are, was, were, been and being.

Understand that the concept of transitive and intransitive verbs is very difficult for most students. Emphasize the fact that a transitive verb passes its action on to a direct object and answers whom or what. Thoroughly explain that any sentence or clause in which the subject is the receiver of the action also contains a transitive verb. Contrast this verb to an intransitive verb in which no direct object exists and the action is complete within itself. Make sure students understand that state of being verbs or linking verbs are intransitive.

Relate the "troublesome" verbs--lie, lay; sit, set; rise, raise--to transitive and intransitive verbs. Hint: the verbs with the letter "i" as the second letter of the verb are intransitive; the other verbs are transitive. Illustrate on the overhead projector or chalkboard the forms of each of these troublesome verbs.

Review the basic rules of subject-verb agreement in terms of the following:

1. agreement in number and person
2. subjects joined by "or/nor"
3. subjects joined by "and"
4. collective nouns
5. pronouns that are both singular and plural (some, all)
6. subject followed by "as well as"
7. nouns that can be both singular and plural

Three class periods will be required to complete this activity. The first day could be used to cover action and being verbs as well as the concepts of tense, including regular and irregular verbs. A discussion of transitive and intransitive verbs could also be included on this day. The second day should be devoted to a review of the homework and the troublesome verbs. The third day should be spent entirely on subject-verb agreement.

Suggestions for Evaluation

Various worksheets are included in this activity; some are to be completed together in class while others serve others as homework assignments. Once this activity is completed, an evaluation should be done. A test over sentence structure, nouns, pronouns and verbs is included as a sample.

NAME ______________

ACTIVITY E-4: REGULAR AND IRREGULAR VERBS

On the line, write the verb shown in parentheses in the tense indicated.

1. James (go - past) to the meeting for Mr. Smith. ______________
2. They (know - past) our marketing strategies well. ______________
3. Irene (do - present) her work efficiently. ______________
4. They (go - past perfect) before I arrived at the office. ______________
5. Susanna (represent - future) us in the contract negotiations. ______________
6. I (meet - past perfect) both of their representatives last week. ______________
7. What (be - present) your future plans for expansion? ______________
8. How (do - present) this new machine operate? ______________
9. Ann (forget - past) to tell the receptionist where she would be. ______________
10. Who (be - future) your vacation replacement? ______________

NAME_______________

ACTIVITY E-4: REGULAR AND IRREGULAR VERBS (Continued)

If the verb expresses the wrong tense or if the tense is formed incorrectly, underline the error and write the necessary correction in the space provided. If no correction is needed, write OK.

1. The problem has came up several times. ____________________
2. Have you wrote that report yet? ____________________
3. Some of the flowers were froze on the windowsill. ____________________
4. Eleanor teached her boss to run the Xerox machine. ____________________
5. They had chose his replacement. ____________________
6. Your supervisor knowed you had been late to work twice this week. ____________________
7. Has he went to California yet? ____________________
8. A thief stole some of our trade secrets. ____________________
9. He had spoke of that possibility many times. ____________________
10. Our customers certainly knewed where to get advice. ____________________

ACTIVITY E-4: REGULAR AND IRREGULAR VERBS
(TEACHER'S COPY)

On the line, write the verb shown in parentheses in the tense indicated.

1. James (go - past) to the meeting for Mr. Smith. went
2. They (know - past) our marketing strategies well. knew
3. Irene (do - present) her work efficiently. does
4. They (go - past perfect) before I arrived at the office. had gone
5. Susanna (represent - future) us in the contract negotiations. will represent
6. I (meet - past perfect) both of their representatives last week. had met
7. What (be - present) your future plans for expansion? are
8. How (do - present) this new machine operate? does
9. Ann (forget - past) to tell the receptionist where she would be. forgot
10. Who (be - future) your vacation replacement? will be

ACTIVITY E-4: REGULAR AND IRREGULAR VERBS
(TEACHER'S COPY)
(Continued)

If the verb expresses the wrong tense or if the tense is formed incorrectly, underline the error and write the necessary correction in the space provided. If no correction is needed, write OK.

1. The problem has came up several times. come
2. Have you wrote that report yet? written
3. Some of the flowers were froze on the windowsill. frozen
4. Eleanor teached her boss to run the Xerox machine. taught
5. They had chose his replacement. chosen
6. Your supervisor knowed you had been late to work twice this week. knew
7. Has he went to California yet? gone
8. A thief stole some of our trade secrets. OK
9. He had spoke of that possibility many times. spoken
10. Our customers certainly knewed where to get advice. knew

NAME ________________

ACTIVITY E-4: TRANSITIVE AND INTRANSITIVE VERBS

Indicate on the line whether the capitalized verb in each sentence is transitive, intransitive or intransitive-linking.

1. Mr. Oliver PREFERRED to invest in stocks and bonds. ____________________
2. This merchandise SHOULD BE INSPECTED upon receipt. ____________________
3. Ms. Ellis WILL RECEIVE the nomination for treasurer. ____________________
4. Mr. Miller IS my supervisor. ____________________
5. I thought our new line of computers WAS SELLING well. ____________________
6. Mrs. Williams IS happy in her new position, isn't she? ____________________
7. DID your company BID on that new construction project? ____________________
8. One of the attorneys WAS CITED for contempt of court. ____________________
9. Your involvement in the project WILL HELP all of us. ____________________
10. Miss Henthorn WILL REPRESENT us at the annual meeting. ____________________

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ACTIVITY E-4: TRANSITIVE AND INTRANSITIVE VERBS
(TEACHER'S COPY)

Indicate on the line whether the capitalized verb in each sentence is transitive, intransitive or intransitive-linking.

1. Mr. Oliver PREFERRED to invest in stocks and bonds. intransitive
2. This merchandise SHOULD BE INSPECTED upon receipt. transitive
3. Ms. Ellis WILL RECEIVE the nomination for treasurer. transitive
4. Mr. Miller IS my supervisor. intransitive-linking
5. I thought our new line of computers WAS SELLING well. intransitive
6. Mrs. Williams IS happy in her new position, isn't she? intransitive-linking
7. DID your company BID on that new construction project? intransitive
8. One of the attorneys WAS CITED for contempt of court. transitive
9. Your involvement in the project WILL HELP all of us. transitive
10. Miss Henthorn WILL REPRESENT us at the annual meeting. transitive

NAME____________________

ACTIVITY E-4: "TROUBLESOME" VERBS

The verbs lie, lay, sit, set, rise and raise are used in the following sentences. Underline each incorrectly used verb and write the correct verb on the line. If no correction is necessary, write OK.

1. Whose briefcase is lying over there? ____________________
2. The temperature raised quickly in the computer room today. ____________________
3. The cost of living has risen over the last five years. ____________________
4. The doctor asked the patient to lay down for a while. ____________________
5. The commuter bus was laying in the ditch after the accident. ____________________
6. What time will the sun raise tomorrow? ____________________
7. Who sits the prices on your new products? ____________________
8. I set in the president's office for more than an hour. ____________________
9. Our firm has laid more carpeting than our competitor. ____________________
10. Please set the package over there on the counter. ____________________
11. This case may sit a precedent. ____________________
12. Those pages of the report have laid there for at least a week. ____________________
13. At the meeting be sure to set close to the exit. ____________________
14. They are raising their prices, effective immediately. ____________________
15. Please remember to set the clock one hour ahead tonight. ____________________

ACTIVITY E-4: "TROUBLESOME" VERBS
(TEACHER'S COPY)

The verbs lie, lay, sit, set, rise and raise are used in the following sentences. Underline each incorrectly used verb and write the correct verb on the line. If no correction is necessary, write OK.

1. Whose briefcase is lying over there? OK
2. The temperature raised quickly in the computer room today. rose
3. The cost of living has risen over the last five years. OK
4. The doctor asked the patient to lay down for a while. lie
5. The commuter bus was laying in the ditch after the accident. lying
6. What time will the sun raise tomorrow? rise
7. Who sits the prices on your new products? sets
8. I set in the president's office for more than an hour. sat
9. Our firm has laid more carpeting than our competitor. OK
10. Please set the package over there on the counter. OK
11. This case may sit a precedent. set
12. Those pages of the report have laid there for at least a week. lain
13. At the meeting be sure to set close to the exit. sit
14. They are raising their prices, effective immediately. OK
15. Please remember to set the clock one hour ahead tonight. OK

NAME________________

ACTIVITY E-4: SUBJECT-VERB AGREEMENT

Circle the correct verb in each sentence below.

1. (Are, Is) there anything else with which I could help you?
2. Either of the proposals (seem, seems) to be adequate.
3. Why (doesn't, don't) either of them assume the responsibility?
4. You are aware that both of us (has, have) to be paid for the work completed.
5. Carl and Tom (has, have) told us that they often work overtime.
6. There (is, are) five letters of application on your desk right now.
7. Each of us (has, have) an equal amount of responsibility.
8. We sincerely hope that you (is, are) pleased with our selection.
9. The New York Times (is, are) required reading for all stockbrokers.
10. It (seem, seems) that no one locked the office last night.
11. Either Mr. Hawley or Miss Jones (is, are) to conduct the next sales meeting.
12. Neither she nor they (know, knows) about the changes made in the presentation.
13. Some of the company's claims (was, were) completely false.
14. (Are, Is) there anything we are overlooking?
15. The Board of Directors (was, were) elected by the stockbrokers.
16. A long list of prospective clients (is, are) enclosed with this letter.

NAME__________________

ACTIVITY E-4: SUBJECT-VERB AGREEMENT
(Continued)

17. Neither the secretary nor her bosses (was, were) aware of the situation.

18. His ability to take shorthand (make, makes) him a much sought-after employee.

19. We heard that you (was, were) planning to retire soon.

20. The typewriter, as well as those two adding machines, (need, needs) repair.

ACTIVITY E-4: SUBJECT-VERB AGREEMENT
(TEACHER'S COPY)

Circle the correct verb in each sentence below.

1. (Are, Is) there anything else with which I could help you?
2. Either of the proposals (seem, seems) to be adequate.
3. Why (doesn't, don't) either of them assume the responsibility?
4. You are aware that both of us (has, have) to be paid for the work completed.
5. Carl and Tom (has, have) told us that they often work overtime.
6. There (is, are) five letters of application on your desk right now.
7. Each of us (has, have) an equal amount of responsibility.
8. We sincerely hope that you (is, are) pleased with our selection.
9. The New York Times (is, are) required reading for all stockbrokers.
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13. Some of the company's claims (was, were) completely false.
14. (Are, Is) there anything we are overlooking?
15. The Board of Directors (was, were) elected by the stockbrokers.

ACTIVITY E-4: SUBJECT-VERB AGREEMENT
(TEACHER'S COPY)
(Continued)

16. A long list of prospective clients (is, are) enclosed with this letter.

17. Neither the secretary nor her bosses (was, were) aware of the situation.

18. His ability to take shorthand (make, makes) him a much sought-after employee.

19. We heard that you (was, were) planning to retire soon.

20. The typewriter, as well as those two adding machines, (need, needs) repair.

NAME __________

ACTIVITY E-4: SENTENCE STRUCTURE, NOUNS, PRONOUNS AND VERBS

TEST ONE

For each group of words below, indicate whether it is a sentence or a sentence fragment. Write S for each complete sentence and SF for each sentence fragment.

__________ 1. Whom very few of their co-workers thought would be considered.

__________ 2. Concerning all the building supplies ordered from Westlake Builders during the past few months.

__________ 3. To accomplish all we set out to do, be it difficult or not.

__________ 4. As quickly as you can, respond to Mr. Olafson's inquiry.

__________ 5. Who would have had a better opportunity to invest in a highly profitable real estate venture?

__________ 6. To determine the best course of action for us to take is the sole purpose of this meeting.

__________ 7. Would you be willing to accept such an offer without giving it a few days' thought?

__________ 8. What a thorough report that was you gave yesterday.

__________ 9. Ms. Gustafson, whom you must have met during the conference.

__________ 10. Check to see whether it conforms to their specifications.

NAME__________

ACTIVITY E-4: TEST ONE
(Continued)

Indicate the correct case of each underlined pronoun. Write N for nominative case, O for objective case, or P for possessive case.

__________ 11. that I should go

__________ 12. saw him today

__________ 13. maybe my copy

__________ 14. may have told you

__________ 15. asked me about Louis

__________ 16. with whose permission

__________ 17. from us secretaries

__________ 18. had sold theirs

__________ 19. if you have time

__________ 20. someone did forget

Write the correct plural of each noun in the space provided.

__________ 21. hero

__________ 22. tooth

__________ 23. Coleman

__________ 24. territory

__________ 25. thief

__________ 26. Harris

__________ 27. luxury

__________ 28. potato

__________ 29. donkey

__________ 30. Miss

NAME_______________

ACTIVITY E-4: TEST ONE
(Continued)

Choose the correct answer in the parenthesis which will best complete each sentence; then write the correct answer on the blank space provided.

__________ 31. Several (mans and womans, men and women) joined that organization last year.

__________ 32. Will we be faced with another economic (crises, crisis)?

__________ 33. Did you see the (children, children's) sitting in the receptionist's office?

__________ 34. How many (attorneys, attornies) does your company employ on a full-time basis?

__________ 35. Everyone did (his or her, their) best to ensure the success of the meeting.

__________ 36. At least part of the work will have to be done by Margaret and (me, myself).

__________ 37. Which of the orders is (your's, yours)?

__________ 38. Wouldn't it be a good idea to ask (her, she) to help audit the expense statements?

__________ 39. Maybe there won't be too much left for you and (us, we) to do next week.

__________ 40. You have as much experience as a sales representative as (he, him).

__________ 41. Each of the women in the department was asked to give (her, their) reactions to the plan.

__________ 42. Joyce and (I, me, myself) heard the news on the radio this morning.

__________ 43. All of (us, we) employees should receive a salary increase within the near future.

__________ 44. How much has been (withdrawn, withdrew) from your check for income taxes so far this year?

NAME_______________

ACTIVITY E-4: TEST ONE
(Continued)

__________ 45. This is one of those that (need, needs) to be checked very carefully.

__________ 46. We have no doubt that they will be able to (raise, rise) the amount necessary.

__________ 47. Is this the envelope that was (laying, lying) on your desk?

__________ 48. Which of those reports was (written, wrote) by you?

__________ 49. Who (is, are) the new members of the finance committee?

__________ 50. Not one of the rumors (were, was) true.

Underline any error in each of the following sentences and then write your correction in the blank at the right. Write OK for any correct sentences.

51. Elsie was shook up after the accident. ____________________

52. Has the last copy been ran off the machine? ____________________

53. Mr. Paar has not payed his dues for this year. ____________________

54. Florence had went before Mr. Acker arrived. ____________________

55. The Caulfield's are all talented actors. ____________________

56. When stocks are raising, the stockholder is happy. ____________________

57. The people of the Andes have monkeys as pets. ____________________

58. Boundarys for the camp were indicated by stone posts. ____________________

NAME ______________

ACTIVITY E-4: TEST ONE
(Continued)

59. Ella always gives a few extra touchs. ______________

60. Ann and Kate look after themselfs pretty well. ______________

61. Upon hearing the news, all Kay's brothers called her. ______________

62. Many of the Walshs have been doctors. ______________

63. How many salesman are employed in your shoe department? ______________

64. All publishing houses have libraries of their own. ______________

65. Did you remember to return the unsold loafs of bread? ______________

66. The emergency work was divided between she and Margaret. ______________

67. Mary Ann has a better dispostition than I. ______________

68. The moon project is well on it's way to success. ______________

69. Tony has more creative ideas than him. ______________

70. Sara cannot take shorthand as fast as us. ______________

71. Do you think that it was they who pulled the fire alarm? ______________

72. Few people realize that us teachers are very tired on Friday! ______________

73. The problem involved the station, the commentator and I. ______________

74. Take Matt and he with you when you go. ______________

NAME______________

ACTIVITY E-4: TEST ONE
(Continued)

75. The boy's noses were red and cold from being outside. ______________

76. Nobody realizes the full extent of a teacher's responsibilities. ______________

77. They're working very hard to meet there quota for the month. ______________

78. Its about time you handed in your homework assignment. ______________

79. The boys' glasses were broken when he fell. ______________

80. Ann's sister-in-law was born in Sweden. ______________

81. The owners of Marshland Enterprises are the Marshes. ______________

82. To store all the books, we will need at least three more shelfs. ______________

83. Both senator-elects refused to discuss their opinions with him. ______________

84. Three countys have already begun to use the new system. ______________

85. Most of the radioes that we import are from Japan. ______________

86. Employees should give the management at least two weeks' notice. ______________

87. The contracts for Bethel and Co. have laid here for two weeks. ______________

88. One editor's-in-chief comment was that such action was ridiculous. ______________

NAME ____________

ACTIVITY E-4: TEST ONE
(Continued)

89. We looked for the master disk for hours; all the while, it was laying right there on the monitor. ____________

90. We have chose San Francisco as the site for our convention. ____________

91. Since the Anderson's have canceled their trip, they can attend our June seminar. ____________

92. Both my assistant's have completed training courses from IBM. ____________

93. If your going to take a vacation in August, you should request it now. ____________

94. By tomorrow we should know whether its necessary to destroy all the booklets that were printed incorrectly. ____________

95. How long has Harold knew about the plans to close the stores. ____________

96. We tried to encourage Jack and her to apply for that position. ____________

97. Gail asked Maria and I to submit these reports by the 10th. ____________

98. Ms. Smith and him will discuss the proposal at the next meeting. ____________

99. Mr. Braun appointed Gary and I assistant vice presidents. ____________

100. Only Brenda and her are on the list of finalists for the job. ____________

ACTIVITY E-4: SENTENCE STRUCTURE, NOUNS, PRONOUNS AND VERBS

TEST ONE
(TEACHER'S COPY)

For each group of words below, indicate whether it is a sentence or a sentence fragment. Write S for each complete sentence and SF for each sentence fragment.

SF 1. Whom very few of their co-workers thought would be considered.

SF 2. Concerning all the building supplies ordered from Westlake Builders during the past few months.

SF 3. To accomplish all we set out to do, be it difficult or not.

S 4. As quickly as you can, respond to Mr. Olafson's inquiry.

S 5. Who would have had a better opportunity to invest in a highly profitable real estate venture?

S 6. To determine the best course of action for us to take is the sole purpose of this meeting.

S 7. Would you be willing to accept such an offer without giving it a few days' thought?

S 8. What a thorough report that was you gave yesterday.

SF 9. Ms. Gustafson, whom you must have met during the conference.

S 10. Check to see whether it conforms to their specifications.

ACTIVITY E-4: TEST ONE
(TEACHER'S COPY)
(Continued)

Indicate the correct case of each underlined pronoun. Write N for nominative case, O for objective case, or P for possessive case.

N 11. that I should go

O 12. saw him today

P 13. maybe my copy

O 14. may have told you

O 15. asked me about Louis

P 16. with whose permission

O 17. from us secretaries

P 18. had sold theirs

N 19. if you have time

N 20. someone did forget

Write the correct plural of each noun in the space provided

heroes 21. hero

teeth 22. tooth

Colemans 23. Coleman

territories 24. territory

thieves 25. thief

Harrises 26. Harris

luxuries 27. luxury

potatoes 28. potato

donkeys 29. donkey

Misses 30. Miss

ACTIVITY E-4: TEST ONE
(TEACHER'S COPY)
(Continued)

Choose the correct answer in the parenthesis which will best complete each sentence; then write the correct answer on the blank space provided.

__________ 31. Several (mans and womans, men and women) joined that organization last year.

__________ 32. Will we be faced with another economic (crises, crisis)?

__________ 33. Did you see the (children, children's) sitting in the receptionist's office?

__________ 34. How many (attorneys, attornies) does your company employ on a full-time basis?

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__________ 43. All of (us, we) employees should receive a salary increase within the near future.

__________ 44. How much has been (withdrawn, withdrew) from your check for income taxes so far this year?

ACTIVITY E-4: TEST ONE
(TEACHER'S COPY)
(Continued)

__________ 45. This is one of those that (need, needs) to be checked very carefully.

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__________ 47. Is this the envelope that was (laying, lying) on your desk?

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__________ 50. Not one of the rumors (were, was) true.

Underline any error in each of the following sentences and then write your correction in the blank at the right. Write OK for any correct sentences.

51. Elsie was shook up after the accident. shaken

52. Has the last copy been ran off the machine? run

53. Mr. Paar has not payed his dues for this year. paid

54. Florence had went before Mr. Acker arrived. gone

55. The Caulfield's are all talented actors. Caulfields

56. When stocks are raising, the stockholder is happy. rising

57. The people of the Andes have monkeys as pets. OK

58. Boundarys for the camp were indicated by stone posts. Boundaries

ACTIVITY E-4: TEST ONE
(TEACHER'S COPY)
(Continued)

59. Ella always gives a few extra touchs. touches

60. Ann and Kate look after themselfs pretty well. themselves

61. Upon hearing the news, all Kay's brothers called her. OK

62. Many of the Walshs have been doctors. Walshes

63. How many salesman are employed in your shoe department? salesmen

64. All publishing houses have libraries of their own. OK

65. Did you remember to return the unsold loafs of bread? loaves

66. The emergency work was divided between she and Margaret. her

67. Mary Ann has a better disposition than I. OK

68. The moon project is well on it's way to success. its

69. Tony has more creative ideas than him. he

70. Sara cannot take shorthand as fast as us. we

71. Do you think that it was they who pulled the fire alarm? OK

72. Few people realize that us teachers are very tired on Friday! we

73. The problem involved the station, the commentator and I. me

74. Take Matt and he with you when you go. him

ACTIVITY E-4: TEST ONE
(TEACHER'S COPY)
(Continued)

75. The boy's noses were red and cold from being outside. boys'

76. Nobody realizes the full extent of a teacher's responsibilities. OK

77. They're working very hard to meet there quota for the month. their

78. Its about time you handed in your homework assignment. It's

79. The boys' glasses were broken when he fell. boy's

80. Ann's sister-in-law was born in Sweden. OK

81. The owners of Marshland Enterprises are the Marshes. OK

82. To store all the books, we will need at least three more shelfs. shelves

83. Both senator-elects refused to discuss their opinions with him. senators-elect

84. Three countys have already begun to use the new system. counties

85. Most of the radioes that we import are from Japan. radios

86. Employees should give the management at least two weeks' notice. OK

87. The contracts for Bethel and Co. have laid here for two weeks. lain

88. One editor's-in-chief comment was that such action was ridiculous. editor-in-chief's

89. We looked for the master disk for hours; all the while, it was laying right there on the monitor. lying

ACTIVITY E-4: TEST ONE
(TEACHER'S COPY)
(Continued)

90. We have chose San Francisco as the site for our convention. chosen

91. Since the Anderson's have canceled their trip, they can attend our June seminar. Andersons

92. Both my assistant's have completed training courses from IBM. assistants

93. If your going to take a vacation in August, you should request it now. you're

94. By tomorrow we should know whether its necessary to destroy all the booklets that were printed incorrectly. it's

95. How long has Harold knew about the plans to close the stores. known

96. We tried to encourage Jack and her to apply for that position. OK

97. Gail asked Maria and I to submit these reports by the 10th. me

98. Ms. Smith and him will discuss the proposal at the next meeting. he

99. Mr. Braun appointed Gary and I assistant vice presidents. me

100. Only Brenda and her are on the list of finalists for the job. she

Activity Name: Adjectives, Adverbs, Prepositions E-5
Unit Objective 5

Suggested Use of Activity

Following the first major test, teachers should move into a study of the modifiers and extra parts of speech in a sentence. Depending upon the time available, conjunctions could also be included in this activity.

Objectives of Activity

At the end of this activity, students will be able to

1. Understand the functions or purposes of adjectives, adverbs and prepositions.
2. Identify an adjective, adverb or preposition.
3. Understand the characteristics of each of these three parts of speech.
4. Correctly use adjectives, adverbs and prepositions both in oral and in written communication.

Facilities or Materials Needed

Chalkboard or overhead projector
Adjectives worksheet
Adverbs worksheet
Adjectives and Adverbs worksheet
Prepositional Phrases worksheet
Adjectives, Adverbs, Propositional Phrases Review sheets
Test Two

Description of Activity

1. Review the purpose of adjectives; have students describe their ideal man, woman, vacation, etc., to illustrate the importance of adjectives in our language.
2. Discuss the characteristics of adjectives and which questions they answer.
3. Discuss the three degree forms of adjectives.
4. Distribute and have students complete as homework the worksheet for adjectives.
5. Review the purposes of adverbs; give illustrations for each of the three ways in which an adverb may be used.
6. Discuss the characteristics of adverbs and the questions they answer.
7. Point out the three degree forms of adverbs.
8. Distribute and have students complete the worksheet for adverbs as homework.

9. Do together in class the worksheet for finding adjectives and adverbs.
10. Go over some of the troublesome adjectives and adverbs--almost, most; bad, badly; good, well; different, differently; real, really.
11. Discuss the most commonly used prepositions; work together in class on the worksheet to identify prepositions.
12. Examine the troublesome prepositions and the correct preposition to be used in certain expressions.
13. Distribute reviewsheets for identifying prepositions, adjectives and adverbs; have students complete this as a homework assignment.

Suggested Length of Activity

Three 50-minute class periods

Suggestions for Teacher

Distinguishing between adjectives and adverbs is frequently very difficult for students. Center the discussion on these two parts of speech around the types of words being modified and the questions which are answered. For instance, adjectives can only modify nouns and pronouns and answer the questions which? whose? what kind of? how many? Adverbs, on the other hand, can modify verbs, adjectives, and other adverbs; they answer the questions how? when? where? how often? to what extent or degree? Draw a strong correlation between the comparison of adjectives and the comparison of adverbs.

When discussing adjectives, be sure to include articles in this discussion. For the more advanced students, time can be spent on the correct choice of an adverb or an adjective following verbs pertaining to one of the senses (i.e., look, sound, feel, taste, smell). Emphasis needs to be placed on the use of troublesome adjectives (almost, bad, different, good, real) and the use of their counterparts as adverbs (most, badly, differently, well, really).

When discussing prepositions, make sure students understand that every preposition must take an object and must be part of a phrase. Go over the most frequently used prepositions by having students recall as many as they can. Have them try to make up a sentence using only one subject and one verb with everything else being prepositional phrases. Concentrate next on using the correct preposition with the following troublesome words:

1. angry at or about (things); angry with (people)
2. conform to
3. different from
4. identical with

5. in (within an area); into (moving from one place to another)
6. retroactive to
7. fell off (not off of)
8. beside (next to); besides (in addition to)
9. between (two); among (more than two)

Three days can be allotted for this particular activity. One day can be spent on each part of speech with time in the class period to review and to correct homework from the previous day.

Suggestions for Evaluation

A number of worksheets are included in this activity. These activities can be done either as class assignments or as homework assignments. At this point, another test could be given which would cover adjectives, adverbs and prepositions. A sample test is included for that purpose.

Name____________________

ACTIVITY E-5: ADJECTIVES

There are 22 adjectives in the following sentences. List the adjectives in the space below. DO NOT COUNT ARTICLES!:

There is an interesting tribal legend which tells how people gained possession of fire. According to this story, fire originally belonged to the bears. Then one day the bears went into a deep forest and left the fire on the ground. Soon there were few flames. And the pitiful voice of the fire cried out, "Feed me, or I will die!" As it happened, there were several people who heard the anxious cry from the fire. They picked up one stick from the north and another stick from the south. They took two others from the east and the west. Then they placed these four sticks on the dying fire. Immediately large flames shot up.

When the bears returned, they did not recognize their old friend, the fire. They went away and left it to die. But when some of the people who had cared for the fire saw its great loneliness, they picked it up and took it with them. Since that day, fire has belonged to people, who use it in many ways.

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ACTIVITY E-5: ADJECTIVES
(TEACHER'S COPY)

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1. interesting
2. tribal
3. this
4. one
5. deep
6. few
7. pitiful
8. several
9. anxious
10. one
11. another
12. two
13. these
14. four
15. dying
16. large
17. their
18. old
19. its
20. great
21. that
22. many

Name________________________

ACTIVITY E-5: ADVERBS

The following sentences contain 20 adverbs. List the 20 adverbs.

1. The snowstorm has completely blocked traffic and has temporarily grounded airplanes.

2. How can you develop into a strong runner now?

3. Yesterday three police officers secretly followed the suspect.

4. The doctor came immediately, but the patient had already recovered.

5. Gymnastics has recently attracted many students, and the equipment is always in use.

6. The coach argued violently, but the umpire calmly threw him out of the game.

7. February is never a warm month in Maine.

8. Her luncheon was received well, and her speech was applauded loudly afterward.

9. Today astronomers can accurately chart the course of planets, yet the motions of some celestial bodies are still a mystery.

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ACTIVITY E-5: ADVERBS
(TEACHER'S COPY)

The following sentences contain 20 adverbs. List the 20 adverbs.

1. The snowstorm has completely blocked traffic and has temporarily grounded airplanes.
2. How can you develop into a strong runner now?
3. Yesterday three police officers secretly followed the suspect.
4. The doctor came immediately, but the patient had already recovered.
5. Gymnastics has recently attracted many students, and the equipment is always in use.
6. The coach argued violently, but the umpire calmly threw him out of the game.
7. February is never a warm month in Maine.
8. Her luncheon was received well, and her speech was applauded loudly afterward.
9. Today astronomers can accurately chart the course of planets, yet the motions of some celestial bodies are still a mystery.

1. completely
2. temporarily
3. How
4. now
5. Yesterday
6. secretly
7. immediately
8. already
9. recently
10. always
11. violently
12. calmly
13. out
14. never
15. well
16. loudly
17. afterward
18. Today
19. accurately
20. still

Name____________________

ACTIVITY E-5: ADJECTIVES AND ADVERBS

For each sentence below, underline the adjectives and write the adverbs on the line.

1. Our next-door neighbor is extremely kind. ____________
2. Yesterday she gave us two chickens from her farm. ____________
3. My brother and I will barbecue the chickens today. ____________
4. We have never barbecued chicken before. ____________
5. We do not want to burn it. ____________
6. The meal is to be a very special treat for our parents. ____________
7. They are happily celebrating their fifteenth wedding anniversary. ____________
8. My parents greatly appreciated the spit-barbecue they received as an anniversary gift. ____________
9. My mother is always cooking something. ____________
10. Father especially enjoys cooking barbecued food. ____________
11. My brother washed both chickens thoroughly. ____________
12. He tied the wings and drumsticks securely with string. ____________
13. I particularly wanted to make the sauce. ____________
14. Soon everything was ready. ____________
15. We carried the chickens outside. ____________

Name________________

ACTIVITY E-5: ADJECTIVES AND ADVERBS
(Continued)

16. Then we inserted the spit-rod through the center of each chicken. ____________________

17. My father carefully arranged some medium-hot coals on the grill. ____________________

18. Sometimes he added a few coals to maintain the heat. ____________________

19. During the last 30 minutes of cooking we basted the chicken with my barbecue sauce. ____________________

20. We all agreed that the celebration meal tasted quite delicious. ____________________

ACTIVITY E-5: ADJECTIVES AND ADVERBS
(TEACHER'S COPY)

For each sentence below, underline the adjectives and write the adverbs on the line.

1. Our next-door neighbor is extremely kind. EXTREMELY
2. Yesterday she gave us two chickens from her farm. YESTERDAY
3. My brother and I will barbecue the chickens today. TODAY
4. We have never barbecued chicken before. NEVER, BEFORE
5. We do not want to burn it. NOT
6. The meal is to be a very special treat for our parents. VERY
7. They are happily celebrating their fifteenth wedding anniversary. HAPPILY
8. My parents greatly appreciated the spit-barbecue they received as an anniversary gift. GREATLY
9. My mother is always cooking something. ALWAYS
10. Father especially enjoys cooking barbecued food. ESPECIALLY
11. My brother washed both chickens thoroughly. THOROUGHLY
12. He tied the wings and drumsticks securely with string. SECURELY
13. I particularly wanted to make the sauce. PARTICULARLY
14. Soon everything was ready. SOON
15. We carried the chickens outside. OUTSIDE

ACTIVITY E-5: ADJECTIVES AND ADVERBS
(TEACHER'S COPY)
(Continued)

16. Then we inserted the spit-rod through the center of each chicken. THEN

17. My father carefully arranged some medium-hot coals on the grill. CAREFULLY

18. Sometimes he added a few coals to maintain the heat. SOMETIMES

19. During the last 30 minutes of cooking we basted the chicken with my barbecue sauce. NONE

20. We all agreed that the celebration meal tasted quite delicious. QUITE

Name______________________

ACTIVITY E-5: PREPOSITIONAL PHRASES

Underline the prepositional phrases in each sentence below.

1. Have you heard anything from the new director of design?
2. The condo across the street is for sale.
3. We enjoyed working with you, and we hope to see you again soon.
4. They ran down the corridor and into the washroom.
5. This message is of interest to everyone.
6. Please be sure to lock the doors before leaving.
7. By tonight we should be finished with our inventory.
8. You will be receiving more information about the meeting by the first of the month.
9. Mr. Orin met with the representatives of the labor union over his lunch hour.
10. We were standing between the buildings when we were hit by the car.
11. Please look up the information for us before the meeting tomorrow.
12. Your order will be processed within one week.
13. The temperature was below zero throughout the night.
14. I hope to advance to the position of supervisor within one year.
15. Because of the traffic jam, we did not arrive at work until 9:30 this morning.

ACTIVITY E-5: PREPOSITIONAL PHRASES
(TEACHER'S COPY)

Underline the prepositional phrases in each sentence below.

1. Have you heard anything from the new director of design?
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Name______________________

ACTIVITY E-5: ADJECTIVES, ADVERBS, PREPOSITIONAL PHRASES

REVIEW SHEETS

There are twenty prepositional phrases in the following paragraph. Circle each phrase.

During the days of chivalry, no knight surpassed King Arthur. Through his strength he proved his right to the throne of Britain. He removed a great sword from a solid rock. Later, Arthur was given a sword with magical strength. The knights who gathered around King Arthur were known throughout the land for their courage and goodness. They were dedicated to the service of those in need of help. Under Arthur's protection they met and feasted at Camelot. When someone was in trouble, one of Arthur's knights rode to his assistance. The Knights of the Round Table led adventurous lives.

****

There are twenty adverbs in the following paragraph. Circle each adverb and then draw an arrow to the word which it modifies.

A very strange seaman by the name of Bill Bones stalked proudly into the inn of Jim Hawkins' father. Learning that the inn was seldom crowded, Bones quickly decided that it would be an almost perfect hideout for him. He carefully watched the shore by day and drank heartily in the inn by night. Jim's father waited patiently for Bill Bones to pay his rent, but Bones never offered him any money after the first day. Jim's father was so afraid of Bones that he could not ask

Name_______________________

ACTIVITY E-5: ADJECTIVES, ADVERBS, PREPOSITIONAL PHRASES

REVIEW SHEETS
(Continued)

his guest for the money. Somewhat later Bones received the Black Spot, a very terrible symbol to a pirate. The Black Spot has always been known as a death notice for pirates. The Black Spot held such awful terror for Bones that he died of a stroke. Jim and his mother soon opened the pirate's sea chest to get the money due them. To their surprise, they found there a packet which contained a map locating the treasure of the famous buccaneer, Captain Flint. Jim later sailed with Long John Silver, an extremely shrewd one-legged seaman, in search of the treasure.

****

There are twenty-six adjectives in the following paragraph. Circle each adjective and then draw an arrow to the word which it modifies.

This ballad was set to music by the great composer Franz Schubert. It tells of the strange ride of a father and son on a cold night. The father held the small boy close to him as they sped through a dark forest. The father feared that the dreadful Erlking might take the boy from him. During their perilous ride, the son heard the icy voice of the Erlking. But the father, to reassure him, said that the voice was the howling wind. A second time the boy heard

Name______________________

ACTIVITY E-5: ADJECTIVES, ADVERBS, PREPOSITIONAL PHRASES

REVIEW SHEETS
(Continued)

the Erlking beckoning him; again the father reassured the frightened lad. But when the son heard the voice another time, the father urged the tired horse to go faster. After several hours the father and son arrived in a friendly village. Then the anxious father discovered that the boy had died during the last part of the terrifying trip.

Many ballads have sad endings like this poem by Goethe. Of course, some ballads end with the main characters in better circumstances than they were at the beginning.

ACTIVITY E-5: ADJECTIVES, ADVERBS, PREPOSITIONAL PHRASES

REVIEW SHEETS
(TEACHER'S COPY)

There are twenty prepositional phrases in the following paragraph. Circle each phrase.

During the days|of chivalry, no knight surpassed King Arthur. Through his strength he proved his right to the throne|of Britain. He removed a great sword from a solid rock. Later, Arthur was given a sword with magical strength. The knights who gathered around King Arthur were known throughout the land|for their courage and goodness. They were dedicated to the service|of those|in need|of help. Under Arthur's protection they met and feasted at Camelot. When someone was in trouble, one of Arthur's knights rode to his assistance. The Knights of the Round Table led adventurous lives.

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ACTIVITY E-5: ADJECTIVES, ADVERBS, PREPOSITIONAL PHRASES

REVIEW SHEETS
(TEACHER'S COPY)
(Continued)

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* * *

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ACTIVITY E-5: ADJECTIVES, ADVERBS, PREPOSITIONAL PHRASES

REVIEW SHEETS
(TEACHER'S COPY)
(Continued)

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Name____________________

ACTIVITY E-5: ADJECTIVES, ADVERBS AND PREPOSITIONS

TEST TWO

Underline any error in each of the following sentences and write your correction in the answer column. Write OK for any correct sentences.

1. As usual, your ideas were presented good. ____________________
2. We couldn't see clear through the muddy windshield. ____________________
3. Which color do you think is most becoming to me, blue or green? ____________________
4. Bud feels very badly about losing the championship. ____________________
5. The bookcase in the foyer is filled with those kind of reference books. ____________________
6. Lyle was angry at the boss yesterday. ____________________
7. Obey orders as quick as you possibly can. ____________________
8. Some discount stores offer direct-from-factory prices. ____________________
9. The debit total should be identical to the credit total. ____________________
10. You will find the price stamped on most every item in the store. ____________________
11. The dog looked hungrily at the side of beef. ____________________
12. Don't you think this milk tastes peculiarly? ____________________
13. For the past week Mark has not felt good. ____________________

Name______________________

ACTIVITY E-5: TEST TWO
(Continued)

14. This machine is different than any other I have operated. ______________________

15. Dave earns $20 every Saturday, and which is good money for a schoolboy. ______________________

16. Wayne was assessed a penalty and because he didn't pay his taxes. ______________________

17. Do you know where his office is located at? ______________________

18. Which side of the account is largest, the debit or the credit? ______________________

19. Does anyone know where Ms. Farrell is at today? ______________________

20. Both are good, but this is the most economical. ______________________

21. This up to date manual will be your style guide. ______________________

22. Because we have so many callers, time passes quickly. ______________________

23. Drive slow. ______________________

24. He told a real fascinating story. ______________________

25. Mr. Hunt felt miserably when he received his dismissal notice. ______________________

26. Most everyone came to the dinner we gave in our president's honor. ______________________

27. In the spring the air smells so freshly. ______________________

28. The flowers on Mr. Hale's desk smell so sweet. ______________________

29. Eric felt badly about losing his pen. ______________________

Name____________________

ACTIVITY E-5: TEST TWO
(Continued)

30. The file beside my desk is the one to be moved. ____________________

31. This duplicating machine is different than any other I have used. ____________________

32. Which duty do you like more--typing, filing or taking dictation. ____________________

Identify the part of speech for each underlined word. In the blank write Adj. for adjective, Adv. for adverb, Prep. for preposition, or Conj. for conjunction.

__________ 34. necessary homework

__________ 35. conveniently located

__________ 36. at the present time

__________ 37. Peter, Paul and Mary

__________ 38. the best idea

__________ 39. runs occasionally

__________ 40. a very sensitive man

__________ 41. on the way home

__________ 42. because it is so early

__________ 43. run for your life

__________ 44. a tense situation

__________ 45. nothing except love

__________ 46. Sue may, but Joan cannot.

__________ 47. walked quickly

__________ 48. neither up nor down

Name ____________________

ACTIVITY E-5: TEST TWO
(Continued)

__________ 49. your last warning

__________ 50. driving slowly away

__________ 51. is always prompt

__________ 52. a very sensitive man

__________ 53. along the highway

__________ 54. whenever I feel afraid

__________ 55. a valuable experience

__________ 56. most complete list

__________ 57. climb over the fence

__________ 58. in the beginning

Choose the correct answer and write it in the blank.

__________ 59. Neither Henry (nor, or) Mary will be in the office next week.

__________ 60. We have no idea why he was (mad at, angry with) his boss this morning.

__________ 61. This new tax rate will be retroactive (from, to) the first of the year.

__________ 62. Please be sure that we have enough pens, pencils, notebooks (and etc., etc.)

__________ 63. I thought that it was (inside, inside of) the top drawer of the cabinet.

__________ 64. She won't attend (unless, without) they send her an engraved invitation.

__________ 65. Who is the owner of the truck that ran (in, into) your car?

Name________________________

ACTIVITY E-5: TEST TWO
(Continued)

__________ 66. We should plan to meet by the elevator (at, at about) noon.

__________ 67. You have a better chance of winning (than, then) either of them.

__________ 68. These envelopes are different (than, from) the ones we have been using.

__________ 69. The quality of this carpeting is identical (to, with) that of the other I saw.

__________ 70. You and I may differ (about, on) the best procedure to follow.

__________ 71. We canceled our subscription (and because, because) the publisher raised the price.

__________ 72. Were you angry (about, with) the delay in shipping your order?

__________ 73. Everyone was there (accept, except) Kevin and Shirley.

__________ 74. Would you please put these cartons (in, into) the storage room?

__________ 75. We feel certain that we can rely (up on, upon) that supplier.

__________ 76. Who put those folders (on, up on) the top shelf?

__________ 77. Do you know where he is (going, going to) tomorrow?

__________ 78. The work was divided equally (among, between) the three of them.

__________ 79. You should take all the time you need in order to do the job (good, well).

Name____________________

ACTIVITY E-5: TEST TWO
(Continued)

__________ 80. We have driven (fewer, less) kilometers this month than we did last month.

__________ 81. The announcement came as a surprise to (almost, most) everyone in the office.

__________ 82. Of the two boys, he is (more, most) outgoing.

__________ 83. How much will we have to pay (a, per) month?

__________ 84. Please use whichever of the two exits is (nearer, nearest).

__________ 85. We need to complete this project as (quick, quickly) as we can.

__________ 86. She was (formally, formerly) president of that association.

__________ 87. Which of (these, this) kinds of shoes do you prefer?

__________ 88. We don't need (any, no) more cement to repair the sidewalks.

__________ 89. This pie tastes very (sweet, sweetly), don't you think?

__________ 90. We can assure you that we felt (bad, badly) about the mistake.

__________ 91. (Many, Much) wheat was lost as a result of the storm.

__________ 92. If we do the work (proper, properly), no one should criticize us.

__________ 93. We feel (terribly, very) sorry for all the people who were involved.

__________ 94. (Them, Those) notices should be posted immediately.

Name______________________

ACTIVITY E-5: TEST TWO
(Continued)

__________ 95. Contributing to any worthy cause is a (credible, creditable) act.

__________ 96. This is the (unusualest, most unusual) house I have ever seen.

__________ 97. Both of those reports were (well written, well-written).

__________ 98. What is the (principal, principle) cause of the difficulty?

__________ 99. She was working as (rapid, rapidly) as she could.

__________ 100. Weren't you feeling (good, well) yesterday?

ACTIVITY E-5: ACJECTIVES, ADVERBS AND PREPOSITIONS

TEST TWO
(TEACHER'S COPY)

Underline any error in each of the following sentences and write your correction in the answer column. Write OK for any correct sentences.

1. As usual, your ideas were presented good. WELL
2. We couldn't see clear through the muddy windshield. CLEARLY
3. Which color do you think is most becoming to me, blue or green? MORE
4. Bud feels very badly about losing the championship. BAD
5. The bookcase in the foyer is filled with those kind of reference books. KINDS OR THIS KIND
6. Lyle was angry at the boss yesterday. WITH
7. Obey orders as quick as you possibly can. QUICKLY
8. Some discount stores offer direct-from-factory prices. OK
9. The debit total should be identical to the credit total. WITH
10. You will find the price stamped on most every item in the store. ALMOST
11. The dog looked hungrily at the side of beef. OK
12. Don't you think this milk tastes peculiarly? PECULIAR
13. For the past week Mark has not felt good. WELL

ACTIVITY E-5: TEST TWO
(TEACHER'S COPY)
(Continued)

14.	This machine is different than any other I have operated.	FROM
15.	Dave earns $20 every Saturday, and which is good money for a schoolboy.	OMIT AND
16.	Wayne was assessed a penalty and because he didn't pay his taxes.	OMIT AND
17.	Do you know where his office is located at?	OMIT AT
18.	Which side of the account is largest, the debit or the credit?	LARGER
19.	Does anyone know where Ms. Farrell is at today?	OMIT AT
20.	Both are good, but this is the most economical.	MORE
21.	This up to date manual will be your style guide.	UP-TO-DATE
22.	Because we have so many callers, time passes quickly.	OK
23.	Drive slow.	SLOWLY
24.	He told a real fascinating story.	REALLY
25.	Mr. Hunt felt miserably when he received his dismissal notice.	MISERABLE
26.	Most everyone came to the dinner we gave in our president's honor.	ALMOST
27.	In the spring the air smells so freshly.	FRESH
28.	The flowers on Mr. Hale's desk smell so sweet.	OK
29.	Eric felt badly about losing his pen.	BAD

ACTIVITY E-5: TEST TWO
(TEACHER'S COPY)
(Continued)

30. The file beside my desk is the one to be moved. OK

31. This duplicating machine is different than any other I have used. FROM

32. Which duty do you like more--typing, filing or taking dictation. MOST

Identify the part of speech for each underlined word. In the blank write Adj. for adjective, Adv. for adverb, Prep. for preposition, or Conj. for conjunction.

ADJ 34. necessary homework

ADV 35. conveniently located

PREP 36. at the present time

CONJ 37. Peter, Paul and Mary

ADJ 38. the best idea

ADV 39. runs occasionally

ADV 40. a very sensitive man

PREP 41. on the way home

CONJ 42. because it is so early

PREP 43. run for your life

ADJ 44. a tense situation

PREP 45. nothing except love

CONJ 46. Sue may, but Joan cannot.

ADV 47. walked quickly

CONJ 48. neither up nor down

ADJ 49. your last warning

ACTIVITY E-5: TEST TWO
(TEACHER'S COPY)
(Continued)

ADV 50. driving slowly away

ADV 51. is always prompt

ADJ 52. a very sensitive man

PREP 53. along the highway

CONJ 54. whenever I feel afraid

ADJ 55. a valuable experience

ADV 56. most complete list

PREP 57. climb over the fence

PREP 58. in the beginning

Choose the correct answer and write it in the blank.

NOR 59. Neither Henry (nor, or) Mary will be in the office next week.

ANGRY WITH 60. We have no idea why he was (mad at, angry with) his boss this morning.

TO 61. This new tax rate will be retroactive (from, to) the first of the year.

, ETC. 62. Please be sure that we have enough pens, pencils, notebooks (and etc., , etc.).

INSIDE 63. I thought that it was (inside, inside of) the top drawer of the cabinet.

UNLESS 64. She won't attend (unless, without) they send her an engraved invitation.

INTO 65. Who is the owner of the truck that ran (in, into) your car?

AT 66. We should plan to meet by the elevator (at, at about) noon.

ACTIVITY E-5: TEST TWO
(TEACHER'S COPY)
(Continued)

THAN 67. You have a better chance of winning (than, then) either of them.

FROM 68. These envelopes are different (than, from) the ones we have been using.

WITH 69. The quality of this carpeting is identical (to, with) that of the other I saw.

ABOUT 70. You and I may differ (about, on) the best procedure to follow.

BECAUSE 71. We canceled our subscription (and because, because) the publisher raised the price.

ABOUT 72. Were you angry (about, with) the delay in shipping your order?

EXCEPT 73. Everyone was there (accept, except) Kevin and Shirley.

IN 74. Would you please put these cartons (in, into) the storage room?

UPON 75. We feel certain that we can rely (up on, upon) that supplier.

ON 76. Who put those folders (on, up on) the top shelf?

GOING 77. Do you know where he is (going, going to) tomorrow?

AMONG 78. The work was divided equally (among, between) the three of them.

WELL 79. You should take all the time you need in order to do the job (good, well).

FEWER 80. We have driven (fewer, less) kilometers this month than we did last month.

ALMOST 81. The announcement came as a surprise to (almost, most) everyone in the office.

ACTIVITY E-5: TEST TWO
(TEACHER'S COPY)
(Continued)

MORE 82. Of the two boys, he is (more, most) outgoing.

A 83. How much will we have to pay (a, per) month?

NEARER 84. Please use whichever of the two exits is (nearer, nearest).

QUICKLY 85. We need to complete this project as (quick, quickly) as we can.

FORMERLY 86. She was (formally, formerly) president of that association.

THESE 87. Which of (these, this) kinds of shoes do you prefer?

ANY 88. We don't need (any, no) more cement to repair the sidewalks.

SWEET 89. This pie tastes very (sweet, sweetly), don't you think?

BAD 90. We can assure you that we felt (bad, badly) about the mistake.

MUCH 91. (Many, Much) wheat was lost as a result of the storm.

PROPERLY 92. If we do the work (proper, properly), no one should criticize us.

VERY 93. We feel (terribly, very) sorry for all the people who were involved.

THOSE 94. (Them, Those) notices should be posted immediately.

CREDITABLE 95. Contributing to any worthy cause is a (credible, creditable) act.

MOST UNUSUAL 96. This is the (unusualest, most unusual) house I have ever seen.

WELL WRITTEN 97. Both of those reports were (well written, well-written).

ACTIVITY E-5: TEST TWO
(TEACHER'S COPY)
(Continued)

PRINCIPAL 98. What is the (principal, principle) cause of the difficulty?

RAPIDLY 99. She was working as (rapid, rapidly) as she could.

WELL 100. Weren't you feeling (good, well) yesterday?

Activity Name: Commas E-6
Unit Objective 6

Suggested Use of Activity

Once the basic grammar--sentence structure and parts of speech--has been reviewed, begin a review of punctuation. The greatest emphasis should be placed on the proper use of the comma, as more mistakes are made with this mark of punctuation than with any other. In this activity, a Learning Activity Package (LAP) is included to help lead the students through the work on commas.

Objectives of Activity

At the end of this activity, students will be able to

1. Understand and identify the situations in which a comma would be needed.
2. Correctly use commas to separate items in a series, adjectives with "and" omitted, and independent clauses.
3. Correctly use commas to separate introductory dependent clauses.
4. Correctly use commas to set off parenthetical expressions, words in apposition and nonrestrictive clauses.

Facilities or Materials Needed

Chalkboard or overhead projector

LAP 1: SERIES, ADJECTIVES WHEN "AND" IS OMITTED, AND INDEPENDENT CLAUSES
Commas with Words in Series; Commas with Words in Series worksheet; Commas with Adjectives When "And" Is Omitted; Commas with Adjectives When "And" Is Omitted review; Commas with Independent Clauses; Commas with Independent Clauses worksheet; Self-Check One

LAP 2: DEPENDENT CLAUSES AND INTRODUCTORY CLAUSES AND PHRASES
Pretest; Commas with Dependent Clauses; Commas with If, As, When Clauses; Commas with If, As, When Clauses worksheet; Commas with Introductory Clauses and Phrases; Commas with Introductory Clauses and Phrases worksheet; Self-Check Two

LAP 3: PARENTHETICAL EXPRESSIONS, WORDS IN APPOSITION, AND RESTRICTIVE AND NONRESTRICTIVE ELEMENTS
Commas with Parenthetical Expressions; Commas with Parenthetical Expressions worksheet; Commas with Words in Apposition; Commas with Words in Apposition worksheet; Commas with Restrictive and Nonrestrictive Elements; Commas with Restrictive and Nonrestrictive Elements worksheet; Self-Check Three

Description of Activity

1. Hand out Comma LAP 1 and go over the rules concerning the use of commas with items in a series, with adjectives when "and" is omitted, and with conjunctions between independent clauses.
2. Assign as homework the learning activities which correlate with LAP 1.
3. Distribute Comma LAP 2 and discuss the rules concerning the use of commas with dependent clauses.
4. Assign as homework the learning activities which correlate with LAP 2.
5. Pass out and explain Comma LAP 3 as it concerns the use of commas to set off parenthetical expressions, words in apposition and nonrestrictive clauses.
6. Assign as homework the learning activities which correlate with LAP 3.

Suggested Length of Activity

Three 50-minute class periods

Suggestions for Teacher

This LAP stresses the two major functions of commas--to set off items in a sentence and to separate items in a sentence. This approach to the use of commas can be helpful to students who are trying to "sort through" all the comma rules. Emphasize that two commas set off words or phrases in a sentence and one comma separates items in a sentence.

Depending upon the abilities of each class, this LAP can be primarily teacher directed or it can be almost entirely student directed. The basic rules are presented first with examples given for each rule. Learning activities are provided which can be used as homework assignments.

Three days should be sufficient time to cover this material on commas. One day could be devoted to each LAP, with time provided each day for a review or clarification of the homework.

Suggestions for Evaluation

Teachers may decide whether or not to grade these homework assignments. Once the next activity on other punctuation marks is completed, a test should be given to cover all punctuation marks.

LAP 1 Name________________________

ACTIVITY E-6: COMMAS WITH WORDS IN SERIES

The comma is just like a road sign--it slows you down so that your ideas may be expressed clearly and correctly. Just as the "Rules of the Road" help you when you are driving, these "Rules of the Comma" will help you when you write.

The comma has two major functions

1. To set off items in a sentence.
   NOTE: It takes two commas to "set off"
2. To separate items in a sentence.
   NOTE: It takes one comma to "separate"

In this LAP you will be studying the use of the comma to separate items in a series, two independent clauses joined by a conjunction, and two adjectives with "and" omitted.

A series is three or more words, phrases or clauses joined by a conjunction.

1. Use a comma to separate the items in a series except before a conjunction.

   The secretary needs paper, pencils, pens and ink.

   NOTE: According to many sources, a comma may be placed preceding a conjunction as well as between all other items in a series. Business, however, often prefers to omit the comma preceding the conjunction. The material in the Illinois Plan for Business, Marketing and Management Education is following the procedure of omitting the comma before a conjunction with words in a series except when necessary for clarity of meaning.

2. A comma is used to separate all phrases and clauses used in a series.

   They hiked to the peak, ate their lunches, and then rested. Everyone agreed that she sang beautifully, that her dancing was flawless, and that she was a superb actress.

LAP 1 Name____________________

ACTIVITY E-6: COMMAS WITH WORDS IN SERIES
(Continued)

3. If only two items are connected by a conjunction, do not separate the items with a comma.

   I go to work either by bus or by subway.
   For lunch I had two apples and an orange.

4. If all the items in a series are joined by and, or, or nor, do not use a comma to separate the items.

   The weatherman predicted rain or snow or sleet.
   Invitations are being sent to parents and friends and relatives.

5. Use a comma to separate individual parts of a firm name. Omit the comma before the ampersand (&) or "and" except when the firm uses a comma.

   He works for Jones, Fredsons and Moore Company
   He works for Hayes, Smith & Wesson Company.

6. Use a comma before and after the abbreviation etc. when it comes at the end of a series.

   Our sale of suits, hats, coats, etc., will start tomorrow.

7. Words normally used in pairs are set off as one item in a series.

   He talked about the sun and the sky, the moon and the stars, and the time and the tides.
   For lunch she served a fruit cup, macaroni and cheese, and ice cream and cake.

LAP 1

Name______________________

ACTIVITY E-6: COMMA WITH WORDS IN SERIES WORKSHEET

Learning Activity 1

Read each sentence carefully and insert the commas necessary to separate items in a series. If a comma is not needed, leave the sentence as it is.

1. This is a problem for miners farmers and laborers alike.
2. We looked under the sofa over the cabinet and in the trunk.
3. My favorite foods are peanut butter and jelly pork and beans and bread and butter.
4. Merrill Lynch Smith & Fine is a well-known stock brokerage.
5. In just one day we had sunshine and sleet and snow.
6. He was on the staff of embassies in Moscow Berlin Vienna and Madrid.
7. I have to take a train and a bus to get to school.
8. I found old shoes worn clothes dusty hats etc. in the closet.
9. There were toys books food and dirty clothes all over the floor.
10. He knew that she was young that she was beautiful and that she was single.

LAP 1

ACTIVITY E-6: COMMA WITH WORDS IN SERIES WORKSHEET
(TEACHER'S COPY)

Learning Activity 1

Read each sentence carefully and insert the commas necessary to separate items in a series. If a comma is not needed, leave the sentence as it is.

1. This is a problem for miners, farmers and laborers alike.

2. We looked under the sofa, over the cabinet, and in the trunk.

3. My favorite foods are peanut butter and jelly, pork and beans, and bread and butter.

4. Merrill Lynch, Smith & Fine is a well-known stock brokerage.

OK 5. In just one day we had sunshine and sleet and snow.

6. He was on the staff of embassies in Moscow, Berlin, Vienna and Madrid.

OK 7. I have to take a train and a bus to get to school.

8. I found old shoes, worn clothes, dusty hats, etc., in the closet.

9. There were toys, books, food and dirty clothes all over the floor.

10. He knew that she was young, that she was beautiful, and that she was single.

LAP 1 Name____________________

ACTIVITY E-6: COMMAS WITH ADJECTIVES WHEN "AND" IS OMITTED

An adjective is a word which modifies or describes a noun.

1. Use a comma to separate two or more adjectives before a noun when "and" has been omitted.

   Suzie is a pretty, vivacious gal.
   We sat through a long, dull performance of the ballet.

2. Do not use a comma when the first adjective modifies the combined idea of the second adjective plus the noun.

   Elaine wore a beautiful blue dress.
   The house was surrounded by an old stone wall.

   NOTE: These two tests can help you decide whether or not to use a comma between adjectives:

   a. Can I insert the word "and" between them and have it make sense?

   b. Can I reverse the adjectives and still have them make sense?

   If you answer yes to these questions, then use a comma. If you answer no to these questions, then don't use a comma.

3. Do not use a comma between adjectives if they are connected by and, or, nor.

   John was described as a quiet and efficient worker.
   She was a patient and devoted mother.

4. Do not use a comma between the final adjective and the following noun.

   He is a tall, stocky boy.
   I put in a long, hard day.

LAP 1 Name______________________

ACTIVITY E-6: COMMAS WITH ADJECTIVES WHEN "AND" IS OMITTED REVIEW

Examine carefully each of the examples below. Note the tests applied to determine whether or not to use a comma.

1. Mrs. Gray had two very ferocious, vigilant, loyal dogs.

   a. Can you say ferocious and vigilant and loyal dogs? Yes
   b. Can you say loyal, ferocious, vigilant dogs? Yes

   Since the answer is yes to both of these questions, commas are necessary.

2. She wore a dark blue tweed suit.

   a. Can you say a dark and blue and tweed suit? No
   b. Can you say a tweed blue dark suit? No

   Since the answer is no to both of these questions, no comma is necessary.

3. Her mother is a gracious and attractive woman.

   A comma is not necessary here because the adjectives are connected by the conjunction "and".

LAP 1 Name____________________

ACTIVITY E-6: COMMAS WITH INDEPENDENT CLAUSES

An independent (or main) clause always:

1. has a subject
2. has a verb
3. is a complete thought

Example: The boy threw the ball.

1. subject = boy
2. verb = threw
3. complete thought expressed
   1, 2 and 3 = independent clause

Example: Because the boy threw the ball.

1. subject = boy
2. verb = threw
3. no complete thought
   1, 2, but not 3 = not an independent clause

1. The coordinating conjunctions used to join two independent clauses are and, but, or, for, nor.

2. A comma is used to separate two independent clauses joined by a coordinating conjunction.

   The day was beautiful, and we thoroughly enjoyed it.
   I wanted to help, but I didn't know what to do.

   NOTE: Examine each sentence or clause separately to see if it has the three criteria necessary to be an independent clause.

3. If two independent clauses are joined without a coordinating conjunction, a comma is not strong enough to separate them. A semicolon must be used.

   He was a fast runner, but I caught him easily.
   He was a fast runner; I caught him easily, though.

LAP 1 Name______________________

ACTIVITY E-6: COMMAS WITH INDEPENDENT CLAUSES (Continued)

4. A sentence may have a subject with two verbs connected by a conjunction. Do not use a comma to separate the two verbs.

He graduated in June and began work immediately.
The critic reviewed the book but refused to answer questions afterward.

LAP 1 Name____________________

ACTIVITY E-6: COMMAS WITH INDEPENDENT CLAUSES WORKSHEET

Learning Activity 2

Examine each sentence carefully and insert the commas necessary to separate two independent clauses joined by a conjunction. If a comma is not needed, leave the sentence as it is.

1. The first two acts were slow but the third act was very exciting.
2. You go first and then I will follow.
3. I gave some good advice to Harold and got some in return.
4. John saw her leave the house but neither of us saw her return.
5. The train pulled out and left me in a strange town.
6. I have never owned a dog for I am very afraid of them.
7. Sally threatened to leave home if she couldn't go to the dance.
8. Robert picked up the basket but left the blanket behind.
9. Karen closed the doors but she forgot to lock the windows.
10. I am tired because I stayed up late last night.

LAP 1

ACTIVITY E-6: COMMAS WITH INDEPENDENT CLAUSES WORKSHEET
(TEACHER'S COPY)

Learning Activity 2

Examine each sentence carefully and insert the commas necessary to separate two independent clauses joined by a conjunction. If a comma is not needed, leave the sentence as it is.

1. The first two acts were slow, but the third act was very exciting.

2. You go first, and then I will follow.

OK 3. I gave some good advice to Harold and got some in return.

4. John saw her leave the house, but neither of us saw her return.

OK 5. The train pulled out and left me in a strange town.

6. I have never owned a dog, for I am very afraid of them.

OK 7. Sally threatened to leave home if she couldn't go to the dance.

OK 8. Robert picked up the basket but left the blanket behind.

9. Karen closed the doors, but she forgot to lock the windows.

OK 10. I am tired because I stayed up late last night.

LAP 1 Name____________________

ACTIVITY E-6: SERIES, ADJECTIVES WHEN "AND" IS OMITTED, AND INDEPENDENT CLAUSES

SELF-CHECK ONE

You have now completed all the rules for using commas with a conjunction separating two independent clauses, in a series, and with adjectives when "and" is omitted. Let's check your progress. Below is an exercise in which you can apply all the rules you have learned.

Read each sentence below and insert any necessary commas. Then in the space provided write your reason for using the commas--either series, conjunction or "and" omitted. If a comma is not necessary, write none in the blank.

__________ 1. The basket was filled with cold cuts bread and butter mixed nuts and cheese.

__________ 2. Tony liked all the jellybeans but the black ones were his favorite.

__________ 3. I always remember Mrs. Smiley as a gracious attractive lady.

__________ 4. He picked up the book and the pencil fell to the floor.

__________ 5. The hunter should go into the blind load his gun sit perfectly still and wait patiently.

__________ 6. Steve paid the bill but forgot to leave a tip.

__________ 7. She was always such a gentle and warm and caring person.

__________ 8. All the players coaches managers etc. will be at the banquet.

__________ 9. This has been a long hard gruelling day.

__________ 10. The closet was filled with old clothes worn shoes and dusty hats.

LAP 1 Name____________________

ACTIVITY E-6: SERIES, ADJECTIVES WHEN "AND" IS OMITTED, AND INDEPENDENT CLAUSES

SELF-CHECK ONE
(Continued)

__________ 11. Tommy is a friendly and imaginative child.

__________ 12. Driving was easy for there was very little traffic.

__________ 13. My father is a partner in the law firm of Smith Jones Tolbert & Green.

__________ 14. I tried to help him but he wouldn't let me.

__________ 15. Jerri plays a beautiful game of tennis designs her own clothes and goes to school at night.

LAP 1

ACTIVITY E-6: SERIES, ADJECTIVES WHEN "AND" IS OMITTED, AND INDEPENDENT CLAUSES

SELF-CHECK ONE
(TEACHER'S COPY)

You have now completed all the rules for using commas with a conjunction separating two independent clauses, in a series, and with adjectives when "and" is omitted. Let's check your progress. Below is an exercise in which you can apply all the rules you have learned.

Read each sentence below and insert any necessary commas. Then in the space provided write your reason for using the commas--either series, conjunction or "and" omitted. If a comma is not necessary, write none in the blank.

SERIES 1. The basket was filled with cold cuts, bread and butter, mixed nuts and cheese.

CONJUNCTION 2. Tony liked all the jellybeans, but the black ones were his favorite.

AND OMITTED 3. I always remember Mrs. Smiley as a gracious, attractive lady.

CONJUNCTION 4. He picked up the book, and the pencil fell to the floor.

SERIES 5. The hunter should go into the blind, load his gun, sit perfectly still, and wait patiently.

NONE 6. Steve paid the bill but forgot to leave a tip.

NONE 7. She was always such a gentle and warm and caring person.

SERIES 8. All the players, coaches, managers, etc., will be at the banquet.

AND OMITTED 9. This has been a long, hard, gruelling day.

SERIES 10. The closet was filled with old clothes, worn shoes and dusty hats.

NONE 11. Tommy is a friendly and imaginative child.

CONJUNCTION 12. Driving was easy, for there was very little traffic.

LAP 1

ACTIVITY E-6: SERIES, ADJECTIVES WHEN "AND" IS OMITTED, AND INDEPENDENT CLAUSES

SELF-CHECK ONE
(TEACHER'S COPY)
(Continued)

SERIES 13. My father is a partner in the law firm of Smith, Jones, Tolbert & Green.

CONJUNCTION 14. I tried to help him, but he wouldn't let me.

SERIES 15. Jerri plays a beautiful game of tennis, designs her own clothes, and goes to school at night.

LAP 2 Name______________________

ACTIVITY E-6: PRETEST

Read each sentence carefully and insert the commas necessary to separate an introductory clause or expression or a dependent clause beginning with if, as, when from the independent clause which follows. If a comma is not needed, leave the sentence as it is.

1. If you need to leave early ask your supervisor for permission.
2. Since I haven't seen him in five years I don't think I'll recognize him.
3. In the second half of the third period John made a spectacular play.
4. As you may already know Mr. Brown is the new Director of Communications.
5. When I find out who won the election I'll call you first.
6. Please don't be disappointed if you don't win.
7. On the contrary it will be a relief to have this over.
8. It has been twelve years since I have talked to him.
9. Because I am afraid of snow I often stay home during the winter.
10. Unless you start doing your homework you will not pass this course.
11. I don't drive on the expressways when winter hits.
12. Furthermore your charges are totally without foundation.
13. In the beginning I was very enthusiastic about the job.
14. If I knew the answer I wouldn't be asking you the question.
15. As I see things now the store should be ready to open by July 1.

LAP 2

ACTIVITY E-6: PRETEST
(TEACHER'S COPY)

Read each sentence carefully and insert the commas necessary to separate an introductory clause or expression or a dependent clause beginning with if, as, when from the independent clause which follows. If a comma is not needed, leave the sentence as it is.

1. If you need to leave early, ask your supervisor for permission.

2. Since I haven't seen him in five years, I don't think I'll recognize him.

3. In the second half of the third period, John made a spectacular play.

4. As you may already know, Mr. Brown is the new Director of Communications.

5. When I find out who won the election, I'll call you first.

OK 6. Please don't be disappointed if you don't win.

7. On the contrary, it will be a relief to have this over.

OK 8. It has been twelve years since I have talked to him.

9. Because I am afraid of snow, I often stay home during the winter.

10. Unless you start doing your homework, you will not pass this course.

OK 11. I don't drive on the expressways when winter hits.

12. Furthermore, your charges are totally without foundation.

OK 13. In the beginning I was very enthusiastic about the job.

14. If I knew the answer, I wouldn't be asking you the question.

15. As I see things now, the store should be ready to open by July 1.

LAP 2 Name______________________

ACTIVITY E-6: COMMAS WITH DEPENDENT CLAUSES

In this LAP you will be studying the use of the comma to separate introductory dependent or subordinate clauses from the independent or main clauses.

There are two types of clauses.

1. An independent or main clause has a subject, a verb and expresses a complete thought. This is a complete sentence and can stand alone.

   Example: Jane is my best friend.

2. A dependent or subordinate clause has a subject and verb but does not express a complete thought. This is not a complete sentence and cannot stand alone.

   Example: If Jane is my best friend.

Let's examine these two examples more closely.

1. Jane is my best friend.
   a. Subject = Jane
   b. Verb = is
   c. Can this stand alone? Is it a complete thought? Yes; then this is an independent clause.

2. If Jane is my best friend.
   a. Subject = Jane
   b. Verb = is
   c. Can this stand alone? Is it a complete thought? No; then this is a dependent clause.

What makes Example No. 2 different from Example No. 1? The word "if" makes the example different.

The addition of a subordinating conjunction (such as if, when, as, since, because, while) makes an independent clause dependent. In other words, the idea is no longer complete; it cannot stand alone. It must "depend" on something else to complete the idea, and that "something else" is the independent clause which follows.

Example: If Jane is my best friend, why did she do this?

LAP 2

Name____________________

ACTIVITY E-6: COMMAS WITH IF, AS, WHEN CLAUSES

1. A dependent clause introduced by if and followed by an independent clause is separated from the independent clause by a comma.

    If you cannot be here on Friday, please let me know.
    If you finish the exam early, you may leave.

2. A dependent clause introduced by as and followed by an independent clause is separated from the independent clause by a comma.

    As you may know, we are moving next month.
    As you can tell from the letter, your account is past due.

3. A dependent clause introduced by when and followed by an independent clause is separated from the independent clause by a comma.

    When Jack comes in this morning, let me know.
    When you finish this job, I will pay you.

4. If the dependent clause introduced by if, as, or when follows the independent clause, then a comma is usually not necessary.

    I will call you if I need your help.
    Tell John to see me when he comes in.
    Tracey called me as soon as she heard the news.

LAP 2 Name____________________

ACTIVITY E-6: COMMAS WITH IF, AS, WHEN CLAUSES WORKSHEET

Learning Activity 1

Examine each sentence carefully and insert any necessary commas. Then in the space provided write your reason for using the comma-- if clause, as clause, or when clause. If a comma is not necessary, write none in the blank.

________ 1. When the test was over I was very relieved.

________ 2. If I buy these shoes today I won't have any money left.

________ 3. As she finished playing the piano the entire audience broke into applause.

________ 4. Would you water my plants for me when I'm on vacation?

________ 5. If you need help with your schedule check with your counselor.

________ 6. I know I can always count on her if I need her.

________ 7. As I have not tried your product I cannot recommend it.

________ 8. When my name was called I just stood there stunned.

________ 9. Suzie is going to need a new coat if she keeps on growing.

________ 10. As I told you on the phone I don't want any more insurance.

LAP 2

ACTIVITY E-6: COMMAS WITH IF, AS, WHEN CLAUSES WORKSHEET (TEACHER'S COPY)

Learning Activity 1

Examine each sentence carefully and insert any necessary commas. Then in the space provided write your reason for using the comma--if clause, as clause, or when clause. If a comma is not necessary, write none in the blank.

WHEN 1. When the test was over, I was very relieved.

IF 2. If I buy these shoes today, I won't have any money left.

AS 3. As she finished playing the piano, the entire audience broke into applause.

NONE 4. Would you water my plants for me when I'm on vacation?

IF 5. If you need help with your schedule, check with your counselor.

NONE 6. I know I can always count on her if I need her.

AS 7. As I have not tried your product, I cannot recommend it.

WHEN 8. When my name was called, I just stood there stunned.

NONE 9. Suzie is going to need a new coat if she keeps on growing.

AS 10. As I told you on the phone, I don't want any more insurance.

LAP 2 Name____________________

ACTIVITY E-6: COMMAS WITH INTRODUCTORY CLAUSES AND PHRASES

1. There are many subordinating conjunctions used to introduce a dependent clause. Study the list below:

   while
   although
   because
   before
   unless
   after
   since
   whenever

2. Use a comma to separate an introductory dependent clause from the independent clause which follows it.

   Since we just moved here, we don't have many friends.
   Before it's time to quit, let's practice this song one more time.
   Unless our demands are met, we will go out on strike tomorrow.

3. If the dependent clause or other introductory expression follows the independent clause, then a comma is usually not necessary.

   I want to lose five pounds before we go to California.
   I'll pick you up at 8:00 p.m. unless you call me.
   Mr. Green is staying at the Hilton while he is in town.

4. A comma is used after introductory words such as furthermore, on the contrary, and by the way.

   Furthermore, your spelling is terrible.
   On the contrary, it is entirely your fault.
   By the way, I saw Ann over the weekend.

5. A comma is not used to separate one introductory prepositional phrase from the rest of the sentence. However, a comma is needed after a succession of introductory prepositional phrases.

   At the time I just wasn't interested in getting a new job.
   For your convenience in sending me the information, I have enclosed a stamped envelope.

LAP 2 Name____________________

ACTIVITY E-6: COMMAS WITH INTRODUCTORY CLAUSES AND PHRASES WORKSHEET

Learning Activity 2

Read each sentence carefully and insert the commas necessary to separate a dependent clause or other introductory expression from the independent clause. If a comma is not needed, leave the sentence as it is.

1. After I finish my homework I will call you.
2. My dad said I couldn't have the car until my grades improved.
3. For instance I ran three miles without stopping.
4. Because we were not able to land in Chicago our flight was deferred to St. Louis.
5. In high school my favorite subject was chemistry.
6. Although Karin tried desperately she was not good enough to make the varsity team.
7. On the contrary my sister and I are extremely competitive.
8. Of all the books from which to choose Keith and I both picked books on witchcraft for our term papers.
9. I have been terrified of dogs ever since I was attacked by that German shepherd.
10. Whenever I feel afraid I whistle a happy tune.

LAP 2

ACTIVITY E-6: COMMAS WITH INTRODUCTORY CLAUSES AND PHRASES WORKSHEET (TEACHER'S COPY)

Learning Activity 2

Read each sentence carefully and insert the commas necessary to separate a dependent clause or other introductory expression from the independent clause. If a comma is not needed, leave the sentence as it is.

1. After I finish my homework, I will call you.

OK 2. My dad said I couldn't have the car until my grades improved.

3. For instance, I ran three miles without stopping.

4. Because we were not able to land in Chicago, our flight was deferred to St. Louis.

OK 5. In high school my favorite subject was chemistry.

6. Although Karin tried desperately, she was not good enough to make the varsity team.

7. On the contrary, my sister and I are extremely competitive.

8. Of all the books from which to choose, Keith and I both picked books on witchcraft for our term papers.

OK 9. I have been terrified of dogs ever since I was attacked by that German shepherd.

10. Whenever I feel afraid, I whistle a happy tune.

LAP 2 Name______________________

ACTIVITY E-6: DEPENDENT CLAUSES AND INTRODUCTORY CLAUSES AND PHRASES

SELF-CHECK TWO

You have now completed all the rules for using commas with introductory dependent clauses and other introductory expressions. Let's check your progress.

Read each sentence below and insert any necessary commas. Then in the space provided write your reasons for using the comma--if clause, when clause, as clause, other introductory clause or expression. If a comma is not necessary, write none in the blank.

__________ 1. If you were in my situation what would you do?

__________ 2. Whenever I think of you I remember our crazy trip to the museum.

__________ 3. As you may have heard I am being transferred to New York.

__________ 4. Many exciting things have happened to me since I last saw you.

__________ 5. In six months Johnny grew five inches.

__________ 6. When you are in San Diego please feel free to stay at our house.

__________ 7. While Mom was on the phone my baby brother poured powder over the cat.

__________ 8. By the way I have just bought a home in your area.

__________ 9. Please call me if you need to use my car.

__________ 10. At the edge of the woods near the entry to the mountains I built a little hunting lodge.

LAP 2 Name_____________________

ACTIVITY E-6: DEPENDENT CLAUSES AND INTRODUCTORY CLAUSES AND PHRASES

SELF-CHECK TWO
(Continued)

__________ 11. Because she did not go to the dentist for regular checkups she has to have three teeth pulled.

__________ 12. If you are that worried about her plan to stay overnight at the hospital with her.

__________ 13. Although he didn't want to admit it he really enjoyed the movie.

__________ 14. The band will not be able to take their Washington trip unless they raise $1,000.

__________ 15. As you can see by the enclosed report your health is excellent.

LAP 2

ACTIVITY E-6: DEPENDENT CLAUSES AND INTRODUCTORY CLAUSES AND PHRASES

SELF-CHECK TWO
(TEACHER'S COPY)

You have now completed all the rules for using commas with introductory dependent clauses and other introductory expressions. Let's check your progress.

Read each sentence below and insert any necessary commas. Then in the space provided write your reasons for using the comma--if clause, when clause, as clause, or other introductory clause or expression. If a comma is not necessary, write none in the blank.

IF 1. If you were in my situation, what would you do?

INTRO 2. Whenever I think of you, I remember our crazy trip to the museum.

AS 3. As you may have heard, I am being transferred to New York.

NONE 4. Many exciting things have happened to me since I last saw you.

NONE 5. In six months Johnny grew five inches.

WHEN 6. When you are in San Diego, please feel free to stay at our house.

INTRO 7. While Mom was on the phone, my baby brother poured powder over the cat.

INTRO 8. By the way, I have just bought a home in your area.

NONE 9. Please call me if you need to use my car.

INTRO 10. At the edge of the woods near the entry to the mountains, I built a little hunting lodge.

ACTIVITY E-6: DEPENDENT CLAUSES AND INTRODUCTORY CLAUSES AND PHRASES

SELF-CHECK TWO
(TEACHER'S COPY)
(Continued)

INTRO 11. Because she did not go to the dentist for regular checkups, she has to have three teeth pulled.

IF 12. If you are that worried about her, plan to stay overnight at the hospital with her.

INTRO 13. Although he didn't want to admit it, he really enjoyed the movie.

NONE 14. The band will not be able to take their Washington trip unless they raise $1,000.

AS 15. As you can see by the enclosed report, your health is excellent.

LAP 3 Name________________

ACTIVITY E-6: COMMAS WITH PARENTHETICAL EXPRESSIONS

A parenthetical expression is one which interrupts a sentence and is not necessary for its meaning. (Ask yourself: Can I take this out and not change the meaning? If you can, the expression is parenthetical.)

1. Common parenthetical words are: however, moreover, nevertheless, therefore, though.

    I told her, therefore, that I would not attend the conference.
    We agreed, nevertheless, to sign the release papers.

2. Some parenthetical phrases are: as a result, of course, in addition, for example, in my opinion.

    The weight of the package, of course, determines the cost of shipping.
    He overslept and, as a result, missed the bus.

3. Even a clause may be parenthetical if it interrupts a sentence and is not necessary to the meaning of the sentence.

    She will not, I am sure, be nominated for a second term.
    I cannot, I am afraid, renew your license after your last accident.

4. Parenthetical expressions are set off by two commas--before and after the expression.

    There is, however, no guarantee that this will work.
    I hope, nevertheless, you will reconsider the idea.

5. If a parenthetical expression is used at the beginning of a sentence or at the end of a sentence, only one comma is needed.

    On the other hand, I do not believe in that at all.
    You will be charged for this service, however.

6. Words in direct address are treated as parenthetical expressions.

    Joe, you may leave as soon as you finish the test.
    I would like to use your firm, Mr. Long, for our next advertising campaign.

LAP 3 Name______________________

ACTIVITY E-6: COMMAS WITH PARENTHETICAL EXPRESSIONS (Continued)

7. The words "yes," "no" and mild interjections at the beginning of a sentence are treated as parenthetical expressions.

    No, I can't let you go at this time.
    Oh, I wish you'd turn that music down!

8. When the words "also," "too" and "either" are used to show emphasis, they are set off by commas.

    Your mother, too, will be asked to participate in the ceremony.
    You, also, will be recognized at that time.

LAP 3 Name____________________

ACTIVITY E-6: COMMAS WITH PARENTHETICAL EXPRESSIONS WORKSHEET

Learning Activity 1

In each sentence below one or more commas is needed to set off a parenthetical expression. Underline the parenthetical expression and insert the necessary comma or commas.

Example: I do not, however, find this trip necessary.

1. If you were in my situation Mr. Gray what would you do?
2. This is as you know the amount you owe us.
3. Can we expect your payment soon Mrs. Jones?
4. Actually your payment has never been late before.
5. May I suggest therefore that you make special allowances in this case.
6. Yes your credit rating can be damaged because of this.
7. You can understand I am sure the problem we are facing.
8. You too may find yourself in this position some day.
9. We are now in fact very much in debt ourselves.
10. We have tried to be very understanding as you know.

LAP 3

ACTIVITY E-6: COMMAS WITH PARENTHETICAL EXPRESSIONS WORKSHEET (TEACHER'S COPY)

Learning Activity 1

In each sentence below one or more commas is needed to set off a parenthetical expression. Underline the parenthetical expression and insert the necessary comma or commas.

Example: I do not, however, find this trip necessary.

1. If you were in my situation, Mr. Gray, what would you do?
2. This is, as you know, the amount you owe us.
3. Can we expect your payment soon, Mrs. Jones?
4. Actually, your payment has never been late before.
5. May I suggest, therefore, that you make special allowances in this case.
6. Yes, your credit rating can be damaged because of this.
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8. You, too, may find yourself in this position some day.
9. We are now, in fact, very much in debt ourselves.
10. We have tried to be very understanding, as you know.

LAP 3 Name____________________

ACTIVITY E-6: COMMAS WITH WORDS IN APPOSITION

Sometimes a writer will name a person or thing; in order to make the meaning very clear, the writer says the same thing again in different words. These second or repeated expressions are called words in apposition

1. A word in apposition is one that follows a noun or a pronoun and identifies or explains it.

   My friend, Greg Stratton, just bought a new car.
   The president of the company, Arthur Foster, will retire next month.

2. Words in apposition are set off by two commas--before and after the expression.

   Mike Royko, the noted author, will speak at our graduation.
   I gave Joyce, my neighbor, the tickets to the play.

3. If the words of apposition come at the end of a sentence, then only one comma is necessary.

   My favorite teacher was Mrs. Green, my first grade teacher.
   We just bought a new car, a Chevette.

4. If the words in apposition are closely related or essential to the completeness of the sentence, do not set off the apposition with commas.

   Her article "Color and Design" was published in June.
   Her latest article, "Color and Design," was published in June.

   My sister Julie has just gotten married.
   The word separate is frequently misspelled.

NOTE: Ask yourself: Can I take this out and not change the meaning?

If so, set off the words in apposition with commas.
If not, do not use a comma.

LAP 3 Name____________________

ACTIVITY E-6: COMMAS WITH WORDS IN APPOSITION
(Continued)

5. Set off the date by commas when it follows the day of the week.

   My Birthday is Saturday, August 21.
   The conference was held on Friday, April 2, at the Hyatt House.

6. Set off the state or the country by commas when it follows the name of the city.

   The band from Hinsdale, Illinois, will be performing at the half-time show.
   The earthquakes in Lima, Peru, were devastating.

LAP 3 Name____________________

ACTIVITY E-6: COMMAS WITH WORDS IN APPOSITION WORKSHEET

Learning Activity 2

Read each sentence below to determine whether or not commas are needed to set off words in apposition. Underline the words in apposition and insert the necessary comma or commas.

Example: I wish my friend, Jack Green, could be here now.

1. We want to tell you about our latest product the Granger fireplace.
2. These models are described in our latest brochure "Gracious Living."
3. May our representative Mr. Jason visit you?
4. I am sorry to inform you that our magazine The Saturday Review is being discontinued.
5. The editor Joseph Broadsmith has decided to stop publishing this type of magazine.
6. Mr. Joseph Carter editor of our Chemical Division will soon be retiring.
7. My son Brian will be succeeding him as editor-in-chief.
8. My son-in-law Bradley Sturm will become assistant editor.
9. All of these changes will become effective on Monday February 17.
10. Southwest Publishing Company our publishers for ten years will work with us on this new project.

LAP 3

ACTIVITY E-6: COMMAS WITH WORDS IN APPOSITION WORKSHEET
(TEACHER'S COPY)

Learning Activity 2

Read each sentence below to determine whether or not commas are needed to set off words in apposition. Underline the words in apposition and insert the necessary comma or commas.

Example: I wish my friend, Jack Green, could be here now.

1. We want to tell you about our latest product, the Granger fireplace.
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9. All of these changes will become effective on Monday, February 17.
10. Southwest Publishing Company, our publishers for ten years, will work with us on this new project.

LAP 3 Name______________________

ACTIVITY E-6: COMMAS WITH RESTRICTIVE AND NONRESTRICTIVE ELEMENTS

1. A restrictive phrase or clause clarifies or identifies the noun it modifies--it restricts the meaning. If you remove the restrictive phrase, the meaning of the sentence changes radically and becomes nonsense.

   Joe Thomas is the only senior who won three scholarships.

   NOTE: Ask yourself: Can I take this phrase or clause out without changing the meaning of the sentence? If the answer is no, then this is a restrictive phrase or clause.

   Because it is essential to the meaning of the sentence, do not use a comma to set off a restrictive phrase or clause.

   The city which interests me the most is San Francisco.
   The man who spoke to me is my neighbor.

2. A nonrestrictive phrase or clause adds additional information about the noun it modifies--but it does not restrict the meaning. When you remove the clause or phrase, the meaning of the sentence does not change radically or become nonsense.

   Joe Thomas, who received three scholarships, will attend the University of Illinois in the fall.

   NOTE: Ask yourself: Can I take this phrase or clause out without changing the meaning of the sentence? If the answer is yes, then this is a nonrestrictive element.

   Because it is not essential to the meaning of the sentence, use a comma or commas to set off a nonrestrictive phrase or clause.

   Mr. Fish, who is my neighbor, won the contest.
   I shall see you in Denver, which is my favorite city.

LAP 3 Name______________________

ACTIVITY E-6: COMMAS WITH RESTRICTIVE AND NONRESTRICTIVE ELEMENTS (Continued)

3. Certain words or phrases always introduce restrictive clauses: that, as . . . as, so . . . that.

   I hope the dog that bit you was not mine.
   She plays tennis as well as she swims.
   He was so tired that he couldn't finish his dinner.

4. Certain words or phrases always introduce nonrestrictive elements: all of which, none of which, none of whom, no matter what (why, how).

   Your order will not be ready until Wednesday, no matter what you say.
   We interviewed six applicants, none of whom were satisfactory.

LAP 3 Name____________________

ACTIVITY E-6: COMMAS WITH RESTRICTIVE AND NONRESTRICTIVE ELEMENTS WORKSHEET

Learning Activity 3

Read each sentence below to determine whether or not commas are necessary. Insert commas where needed; if no commas are necessary, leave the sentence as it is. Then in the space provided identify the underlined phrase or clause as either restrictive or nonrestrictive.

Example: NONRES. His latest novel, which I enjoyed more than any of his others, recently sold a million copies.

__________ 1. Springfield which is the capital of Illinois is in the central part of the state.

__________ 2. She is wearing the skirt that she received for Christmas.

__________ 3. Men who are timid do not make good policemen.

__________ 4. Her new sweater which was a birthday present has a hole in it.

__________ 5. He stopped off in San Diego to see his father who is a well-known lawyer.

__________ 6. Taxis that are dirty are illegal in some major cities.

__________ 7. The ten finalists all of whom are beautiful will represent our school well.

__________ 8. We need a man who has years of political expertise for this job.

__________ 9. The lady who accompanied me at my recital was blind.

__________ 10. Mrs. Stevens who is also a gourmet cook raises all her own food.

LAP 3

ACTIVITY E-6: COMMAS WITH RESTRICTIVE AND NONRESTRICTIVE ELEMENTS
WORKSHEET
(TEACHER'S COPY)

Learning Activity 3

Read each sentence below to determine whether or not commas are necessary. Insert commas where needed; if no commas are necessary, leave the sentence as it is. Then in the space provided identify the underlined phrase or clause as either restrictive or nonrestrictive.

Example: NONRES. His latest novel, which I enjoyed more than any of his others, recently sold a million copies.

NONRES 1. Springfield, which is the capital of Illinois, is in the central part of the state.

RES 2. She is wearing the skirt that she received for Christmas.

RES 3. Men who are timid do not make good policemen.

NONRES 4. Her new sweater, which was a birthday present, has a hole in it.

NONRES 5. He stopped off in San Diego to see his father, who is a well-known lawyer.

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NONRES 10. Mrs. Stevens, who is also a gourmet cook, raises all her own food.

LAP 3 Name____________________

ACTIVITY E-6: PARENTHETICAL EXPRESSIONS, WORDS IN APPOSITION, AND RESTRICTIVE AND NONRESTRICTIVE ELEMENTS

SELF-CHECK THREE

You have now completed all the rules for using commas with parenthetical expressions, words in apposition, and restrictive and nonrestrictive clauses. Check your progress. Below is an exercise in which you can apply all the rules you've learned.

Read each sentence below and insert any commas necessary to set off a parenthetical expression, word in apposition, or restrictive clause. In the space provided write your reason for using the commas--parenthetical, apposition or nonrestrictive. If a comma is not necessary, write none in the blank.

__________ 1. I am needless to say very concerned about this.

__________ 2. Mr. Frank Brogan my former assistant will be handling your account in the future.

__________ 3. Anyone who has real talent should excel on the stage.

__________ 4. Mary please give me your answer as soon as possible.

__________ 5. This matter therefore is out of my control.

__________ 6. Would you be interested in receiving our other publication "Living in a Changing World"?

__________ 7. She knows Bea Lang who works for your uncle.

__________ 8. Oh how I wish I could help you!

__________ 9. He will call you on Friday December 21 to make an appointment.

LAP 3 Name____________________

ACTIVITY E-6: PARENTHETICAL EXPRESSIONS, WORDS IN APPOSITION, AND RESTRICTIVE AND NONRESTRICTIVE ELEMENTS

SELF-CHECK THREE
(Continued)

__________ 10. We do understand of course that you intend to pay us.

__________ 11. You sir are next in line for a promotion.

__________ 12. Every dog that has been to obedience school may come.

__________ 13. My brother Samuel recently purchased this same car.

__________ 14. You can pass this course I am sure.

__________ 15. He is moving to Chicago Illinois and doesn't know anyone there.

__________ 16. Oil which is lighter than water rises to the top.

__________ 17. Our district sales manager Robert Gray has done an excellent job.

__________ 18. Going to school at night is in my opinion the only choice you have.

ACTIVITY E-6: PARENTHETICAL EXPRESSIONS, WORDS IN APPOSITION, AND RESTRICTIVE AND NONRESTRICTIVE ELEMENTS

SELF-CHECK THREE
(TEACHER'S COPY)

You have now completed all the rules for using commas with parenthetical expressions, words in apposition, and restrictive and nonrestrictive clauses. Check your progress. Below is an exercise in which you can apply all the rules you've learned.

Read each sentence below and insert any commas necessary to set off a parenthetical expression, word in apposition, or restrictive clause. In the space provided write your reason for using the commas--parenthetical, apposition or nonrestrictive. If a comma is not necessary, write none in the blank.

par 1. I am, needless to say, very concerned about this.

app 2. Mr. Frank Brogan, my former assistant, will be handling your account in the future.

none 3. Anyone who has real talent should excel on the stage.

par 4. Mary, please give me your answer as soon as possible.

par 5. This matter, therefore, is out of my control.

app 6. Would you be interested in receiving our other publication, "Living in a Changing World"?

nonres 7. She knows Bea Lang, who works for your uncle.

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ACTIVITY E-6: PARENTHETICAL EXPRESSIONS, WORDS IN APPOSITION, AND RESTRICTIVE AND NONRESTRICTIVE ELEMENTS

SELF-CHECK THREE
(TEACHER'S COPY)
(Continued)

par 10. We do understand, of course, that you intend to pay us.

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Activity Name: Miscellaneous Punctuation Marks E-7
Unit Objective 7

Suggested Use of Activity

Depending upon the amount of time which can be used for this unit, this activity can be expanded or modified to fit each particular teacher's schedule. This activity should be used as the final activity of this unit and would complete the study of punctuation. It centers on the semicolon, period, colon and question mark. However, other punctuation marks could also be added or emphasized.

Objectives of Activity

At the end of this activity, students will be able to

1. Understand and identify when punctuation marks other than commas would be needed.
2. Correctly use the semicolon, period, colon and question mark in written communication.

Facilities and Materials Needed

Chalkboard or overhead projector
Semicolons and Colons worksheet
Punctuation worksheet
Punctuation Test

Description of Activity

1. Stress the three ways in which sentences may be joined to form complex sentences.
2. Discuss the situations in which a semicolon would be used.
3. Review the most common situations in which a colon would be used.
4. Distribute the worksheet on semicolons and colons; have students do this worksheet as a homework assignment.
5. Go over the rules applying to periods and question marks, with an emphasis on these marks as end punctuation marks.
6. Distribute the worksheet for punctuation marks; have students complete this worksheet as a homework assignment.

Suggested Length of Activity

Two 50-minute class periods

Suggestions for Teacher

Before beginning the study of the semicolon, the three ways sentences may be joined to form compound sentences should be reviewed. These ways include use of a comma and conjunction or a semicolon. Students must understand the meaning of a comma splice and the necessity for the use of a semicolon.

Point out situations in which a semicolon would be used, such as these:

1. in compound sentences
2. in compound sentences joined by conjunctive adverbs
3. in a series when one or more of the items is punctuated with commas

Then move into a discussion concerning the most common use of the colon, such as these:

1. after introductory expressions (these, as follows, the following)
2. between hours and minutes
3. after salutation in business letters

When reviewing the usage of the period and the question mark, stress their primary function as terminal marks of punctuation. Be sure to note, also, when periods are used with abbreviations and numbers and when they are not used.

Two days may be devoted to this final activity. One day may be spent on the semicolon and colon and the other day on the period and the question mark.

Suggestions for Evaluation

The worksheets included in this activity may be used as homework assignments. Now is an appropriate time to evaluate the material on punctuation. Included is a test covering commas, semicolons, colons, periods and question marks.

NAME________________

ACTIVITY E-7: SEMICOLONS AND COLONS WORKSHEET

Insert the necessary semicolons (;) or colons (:) where needed. Circle the inserted punctuation. If no punctuation is needed, write OK next to the sentence.

1. I should like to stay he wants to leave.
2. He would like to buy the antique furniture the owner, David Arrant, will not sell it.
3. We plan to visit these cities Detroit, Chicago, Seattle and San Diego.
4. Rebecca made an important decision yesterday she decided to hire a new secretary.
5. The new secretary will need these qualifications 100 words-a-minute dictation speed, 60 words-a-minute typing speed, excellent spelling, and an exacting knowledge of punctuation.
6. Bill has many assets that most people are not aware of for example, he has a law degree.
7. A large business is highly complex and difficult to understand it is divided into many departments in which people perform specialized functions.
8. His typing and shorthand speeds are low however, he was hired as a secretary because of his excellent English and mathematic skills.
9. There are two important things you should be doing to prevent shoplifting place mirrors in strategic places and post special warning signs.
10. Carolinda graduated from Shimer College, which is in Illinois therefore, she would be ideal for the job.
11. Try Farber's bread you'll like it.
12. Jack ordered a hamburger I asked for bacon and eggs.
13. These sections of the files will be moved upstairs A to F, G to L, and M to P.

NAME_________________

ACTIVITY E-7: SEMICOLONS AND COLONS WORKSHEET
(Continued)

14. We've lived in Broken Bow, Nebraska Sundance, Wyoming and Medicine Hat, Alberta but we've never lived in Cut Bank, Montana.

15. These are my reasons for remaining here in the office until after the holidays Robert is out with a broken ankle, Garrett is vacationing, and Bellamy is on leave until March.

16. These were our instructions remain in Billings till Friday you can then proceed to Helena, where we will meet again.

17. We carry three brands Champion, Oxford and Ace.

18. This is Tuesday we'll wait until Friday before calling him.

19. I know him well however, I haven't met his family.

20. It's time to spray the fruit trees moreover, the lawn needs fertilizer.

21. We were happy to receive your letter of application you'll hear from us soon.

22. During my vacation I did three things broke my arm at Mammoth, caught measles from my sister, and had an exchange student from Taiwan as a houseguest.

23. I had a wonderful time I hope you'll visit us soon in Philadelphia.

24. She collects jazz records, match folders and autographs his specialties are arrowheads, model airplanes and decoys.

25. The safe contained the following items some family photographs, a few pieces of jewelry, an old passport, and his college transcript the will and the insurance policies were nowhere to be found.

26. We will be closed until the day after Christmas our sale starts on Wednesday.

27. She will be here tomorrow however, she has appointments beginning at eight in the morning.

NAME________________

ACTIVITY E-7: SEMICOLONS AND COLONS WORKSHEET
(Continued)

28. I've never been in New York or Washington nonetheless, I've a long list of places to go and things to see.

29. The following natural disasters are excluded from the policy as written flood, hail and windstorm.

30. Until May she will be busy with graduation requirements soon afterward she leaves for Detroit.

ACTIVITY E-7: SEMICOLONS AND COLONS WORKSHEET
(TEACHER'S COPY)

Insert the necessary semicolons (;) or colons (:) where needed. Circle the inserted punctuation. If no punctuation is needed, write OK next to the sentence.

1. I should like to stay; he wants to leave.
2. He would like to buy the antique furniture; the owner, David Arrant, will not sell it.
3. We plan to visit these cities: Detroit, Chicago, Seattle and San Diego.
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5. The new secretary will need these qualifications: 100 words-a-minute dictation speed, 60 words-a-minute typing speed, excellent spelling, and an exacting knowledge of punctuation.
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ACTIVITY E-7: SEMICOLONS AND COLONS WORKSHEET
(TEACHER'S COPY)
(Continued)

14. We've lived in Broken Bow, Nebraska; Sundance, Wyoming; and Medicine Hat, Alberta; but we've never lived in Cut Bank, Montana.

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ACTIVITY E-7: SEMICOLONS AND COLONS WORKSHEET
(TEACHER'S COPY)
(Continued)

27. She will be here tomorrow; however, she has appointments beginning at eight in the morning.

28. I've never been in New York or Washington; nonetheless, I've a long list of places to go and things to see.

29. The following natural disasters are excluded from the policy as written: flood, hail and windstorm.

30. Until May she will be busy with graduation requirements; soon afterward she leaves for Detroit.

NAME________________

ACTIVITY E-7: PUNCTUATION WORKSHEET

Insert periods and question marks wherever they are needed.

1. Please have them ship the order cod to our warehouse in Miami
2. Homer Rosen offers the widest selection of vacuum cleaners, don't you think
3. Please send us your check for last month's rent
4. If you had to train these new employees, where would you begin
5. Isn't the balance of their account thirty days overdue
6. You may place phone ads between the hours of 7 am and 9 pm
7. Dorothy received her MBA degree from Harvard two years ago
8. How much do we owe John Cindy Bob
9. The investigation is being conducted by our local IRS office
10. Would it be possible to have the order sent cod
11. The amount of the loan that we requested was $35,000
12. Will you please sign both copies of the contract and return them to me
13. Dr Dardis is head of the medical center in our town
14. Our receptionist earns $150 a week
15. Have you checked to see whether or not Mrs Smith's order has been filled
16. Do our accountants have that much authority
17. Mr Montgomery asked whether or not we planned to attend the annual meeting

NAME________________

ACTIVITY E-7: PUNCTUATION WORKSHEET
(Continued)

18. How much did the desk cost the chair the drapes

19. Ask her if all the billings have gone out for this month

20. Do you do business with the local YWC

ACTIVITY E-7: PUNCTUATION WORKSHEET
(TEACHER'S COPY)

Insert periods and question marks wherever they are needed.

1. Please have them ship the order c.o.d. to our warehouse in Miami.
2. Homer Rosen offers the widest selection of vacuum cleaners, don't you think?
3. Please send us your check for last month's rent.
4. If you had to train these new employees, where would you begin?
5. Isn't the balance of their account thirty days overdue?
6. You may place phone ads between the hours of 7 a.m. and 9 p.m.
7. Dorothy received her MBA degree from Harvard two years ago.
8. How much do we owe John? Cindy? Bob?
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ACTIVITY E-7: PUNCTUATION WORKSHEET
(TEACHER'S COPY)
(Continued)

18. How much did the desk cost? the chair? the drapes?

19. Ask her if all the billings have gone out for this month.

20. Do you do business with the local YWC?

NAME________________

ACTIVITY E-7: PUNCTUATION TEST

In the space provided write the punctuation mark that would be correctly inserted at the point indicated by the question mark (?) in each sentence. If no punctuation should be inserted, write OK.

1. All memos are to be headed as follows (?) ________________
2. Portland, Oregon (?) is on the West Coast. ________________
3. I found Mr. Ash working at his desk (?) he came in while I was in the lounge ________________
4. The office worker who is courteous, dependable and industrious (?) is highly prized. ________________
5. Will you please send us your check by the 30th (?) ________________
6. You are the senior member of the staff, aren't you (?) ________________
7. Your order for sheets reached us yesterday (?) however, we are filling it for you at the sale price. ________________
8. The contract with Breen, James (?) & Downs was signed today. ________________
9. Personally (?) I would not hire a man who could not give references. ________________
10. Pens, pencils, pads, etc. (?) should be stacked on the table. ________________
11. November 11, 1918 (?) signaled the end of World War I. ________________
12. This error will cost us money (?) a great deal of money. ________________
13. Remember these words (?) Your success depends upon your willingness to work. ________________

Name________________

ACTIVITY E-7: PUNCTUATION TEST
(Continued)

14. The honored guests--do you have the list (?)--will be greeted by your committee. ________________

15. Please check the following items to be sure that we have them in stock (?) ________________

16. We would appreciate a complete (?) detailed report. ________________

17. The complaint was made by a short, stout, angry (?) man. ________________

18. We concede that your plan has merit (?) nevertheless, we do not feel that we can adopt it. ________________

19. Mr. Frey asked whether the accident could have been avoided (?) ________________

20. We are shipping you the order (?) that you placed on June 9. ________________

In the following sentences use a caret (^) to indicate each point where a punctuation mark should be inserted, then write the correct punctuation mark in the space provided. If a sentence is shown correctly punctuated, write OK.

1. To tell the truth I had completely forgotten the appointment. __________

2. No we do not think such a course is wise. __________

3. As we all realize the slight improvement is only temporary. __________

4. In the listing below the shipping charges are given separately. __________

5. Mr. Booth a man of vision worked out the plan. __________

Name ____________________

ACTIVITY E-7: PUNCTUATION TEST
(Continued)

6. The words written in red ink fairly shout their message. ____________

7. The list of names that are to be typed is posted on the board. ____________

8. Joe's friend John Smith made arrangements for the tour. ____________

9. I will return your book as soon as I finish reading it. ____________

10. This mistake Robert is the reason for the delay in shipment. ____________

11. Our earliest customer the woman in the black suit arrived before the doors were opened. ____________

12. This model is our most current one it's also the most economical. ____________

13. After he presented his proposals there was a very lively discussion. ____________

14. When we find a replacement Mr. Lewis will retire. ____________

15. Yes we do make slipcovers. ____________

16. We cannot however make an appointment until the week of May 6. ____________

17. Sue is a rapid accurate typist. ____________

18. The rain fell the wind blew and the streets were flooded. ____________

19. Place an order for the following supplies ink stamps erasers. ____________

20. If you work in a bank you must place all bills face up. ____________

Name________________

ACTIVITY E-7: PUNCTUATION TEST
(Continued)

21. I shall reserve Parlors A B and C of the Boston Hotel for three days. __________

22. Please include a stamped self-addressed envelope. __________

23. The weather was clear in Chicago and the pilot requested permission to land. __________

24. For breakfast we had bacon and eggs toast and jelly and orange juice. __________

25. I worked all day but just could not finish the project. __________

26. I find myself in an awkward uncomfortable situation. __________

27. Yesterday I purchased 200 pounds of grass seed and 700 feet of lumber and 400 feet of chicken wire. __________

28. We hunted for the picture in the album in the old trunk and even under the rug. __________

29. Taylor Turner Towe & Thrasher audit our books. __________

30. I pay for food clothes books dates etc. out of my allowance. __________

Read each sentence below and insert the proper punctuation. If no punctuation is needed, write OK in the left margin before the sentence.

__________ 1. Men with initiative and foresight are usually the leaders, are they not

__________ 2. The Vice-President has a threefold mission answering the criticism, seeking cooperation, and laying the groundwork for future talks.

Name________________

ACTIVITY E-7: PUNCTUATION TEST
(Continued)

__________ 3. Our product is dependable sturdy and compact it is also very economical to operate.

__________ 4. Secure two copies of the book, Courageous Cowards.

__________ 5. This plan is flawless, absolutely flawless.

__________ 6. Next week's issue of Today will contain the article, "Wise Investing."

__________ 7. Dale repeated, I feel I can offer no better advice than this quote, Nothing succeeds like success.

__________ 8. He simply asked, Do you really want to know

__________ 9. If you want good results follow the instructions carefully

__________ 10. Sales during the first quarter see Table 4 on page 8 were slightly over budget.

__________ 11. If you would like a copy of this article let me know.

__________ 12. Furthermore you are in danger of losing your account with us.

__________ 13. When the album arrives you may keep it for seven days.

__________ 14. While I was working in the garden I suddenly got a severe pain in my shoulder.

__________ 15. Because Tommy was sick that day he did not have his picture taken.

__________ 16. I'm not sure I want to take the job if they offer it to me.

__________ 17. Although you did not say so I guessed you were worried.

Name________________

ACTIVITY E-7: PUNCTUATION TEST
(Continued)

__________ 18. Our company Alman Manufacturing is a recognized leader in the industry.

__________ 19. We think Mr. Green you will be interested in our product line.

__________ 20. Children who are deprived of affection and love may die.

__________ 21. Mr. Brown will be in town on Tuesday November 18.

__________ 22. Our home office is in Detroit Michigan.

__________ 23. The textbook we are using Living for Tomorrow is available in paperback now.

__________ 24. Mr. Jones who has lived alone for 25 years just got married.

__________ 25. Yes you may use my car to show Jane around town.

ACTIVITY E-7: PUNCTUATION TEST
(TEACHER'S COPY)

In the space provided write the punctuation mark that would be correctly inserted at the point indicated by the question mark (?) in each sentence. If no punctuation should be inserted, write OK.

1. All memos are to be headed as follows (?) :
2. Portland, Oregon (?) is on the West Coast. ,
3. I found Mr. Ash working at his desk (?) he came in while I was in the lounge ; or . He
4. The office worker who is courteous, dependable and industrious (?) is highly prized. OK
5. Will you please send us your check by the 30th (?) .
6. You are the senior member of the staff, aren't you (?) ?
7. Your order for sheets reached us yesterday (?) however, we are filling it for you at the sale price. ;
8. The contract with Breen, James (?) & Downs was signed today. OK
9. Personally (?) I would not hire a man who could not give references. ,
10. Pens, pencils, pads, etc. (?) should be stacked on the table. ,
11. November 11, 1918 (?) signaled the end of World War I. ,
12. This error will cost us money (?) a great deal of money. --
13. Remember these words (?) Your success depends upon your willingness to work. :

ACTIVITY E-7: PUNCTUATION TEST
(TEACHER'S COPY)
(Continued)

14. The honored guests--do you have the list (?)--will be greeted by your committee. ?

15. Please check the following items to be sure that we have them in stock (?) :

16. We would appreciate a complete (?) detailed report. ,

17. The complaint was made by a short, stout, angry (?) man. OK

18. We concede that your plan has merit (?) nevertheless, we do not feel that we can adopt it. ;

19. Mr. Frey asked whether the accident could have been avoided (?) .

20. We are shipping you the order (?) that you placed on June 9. OK

In the following sentences use a caret (^) to indicate each point where a punctuation mark should be inserted, then write the correct punctuation mark in the space provided. If a sentence is shown correctly punctuated, write OK.

1. To tell the truth ^ I had completely forgotten the appointment. ,

2. No ^ we do not think such a course is wise. ,

3. As we all realize ^ the slight improvement is only temporary. ,

4. In the listing below the shipping charges are given separately. OK

5. Mr. Booth ^ a man of vision ^ worked out the plan. , ,

6. The words written in red ink fairly shout their message. OK

ACTIVITY E-7: PUNCTUATION TEST
(TEACHER'S COPY)
(Continued)

7. The list of names that are to be typed is posted on the board. OK

8. Joe's friend ^ John Smith ^ made arrangements for the tour. , ,

9. I will return your book as soon as I finish reading it. OK

10. This mistake ^ Robert ^ is the reason for the delay in shipment. , ,

11. Our earliest customer ^ the woman in the black suit ^ arrived before the doors were opened. , ,

12. This model is our most current one ^it's also the most economical. ;

13. After he presented his proposals ^ there was a very lively discussion. ,

14. When we find a replacement ^ Mr. Lewis will retire. ,

15. Yes ^ we do make slipcovers. ,

16. We cannot ^ however ^ make an appointment until the week of May 6. , ,

17. Sue is a rapid ^ accurate typist. ,

18. The rain fell ^ the wind blew ^ and the streets were flooded. , ,

19. Place an order for the following supplies ^ ink ^ stamps ^ erasers. : , ,

20. If you work in a bank ^ you must place all bills face up. ,

21. I shall reserve Parlors A ^ B and C of the Boston Hotel for three days. ,

22. Please include a stamped ^ self-addressed envelope. ,

ACTIVITY E-7: PUNCTUATION TEST
(TEACHER'S COPY)
(Continued)

23. The weather was clear in Chicago ^ and the pilot requested permission to land. ______,______

24. For breakfast we had bacon and eggs ^ toast and jelly ^ and orange juice. _____,__,_____

25. I worked all day but just could not finish the project. _____OK_____

26. I find myself in an awkward ^ uncomfortable situation. ______,______

27. Yesterday I purchased 200 pounds of grass seed and 700 feet of lumber and 400 feet of chicken wire. _____OK_____

28. We hunted for the picture in the album ^ in the old trunk ^ and even under the rug. _____,__,_____

29. Taylor ^ Turner ^ Towe & Thrasher audit our books. _____,__,_____

30. I pay for food ^ clothes ^ books ^ dates ^ etc. ^ out of my allowance. _,_,_,_,_,_

Read each sentence below and insert the proper punctuation. If no punctuation is needed, write OK in the left margin before the sentence.

__________ 1. Men with initiative and foresight are usually the leaders, are they not?

__________ 2. The Vice-President has a threefold mission: answering the criticism, seeking cooperation, and laying the groundwork for future talks.

__________ 3. Our product is dependable, sturdy and compact; it is also very economical to operate.

____OK____ 4. Secure two copies of the book, Courageous Cowards.

__________ 5. This plan is flawless, absolutely flawless.

ACTIVITY E-7: PUNCTUATION TEST
(TEACHER'S COPY)
(Continued)

___OK___ 6. Next week's issue of Today will contain the article, "Wise Investing."

________ 7. Dale repeated, "I feel I can offer no better advice than this quote, 'Nothing succeeds like success.'"

________ 8. He simply asked, "Do you really want to know?"

________ 9. If you want good results, follow the instructions carefully.

________ 10. Sales during the first quarter (see Table 4 on page 8) were slightly over budget.

________ 11. If you would like a copy of this article, let me know.

________ 12. Furthermore, you are in danger of losing your account with us.

________ 13. When the album arrives, you may keep it for seven days.

________ 14. While I was working in the garden, I suddenly got a severe pain in my shoulder.

________ 15. Because Tommy was sick that day, he did not have his picture taken.

___OK___ 16. I'm not sure I want to take the job if they offer it to me.

________ 17. Although you did not say so, I guessed you were worried.

________ 18. Our company, Alman Manufacturing, is a recognized leader in the industry.

________ 19. We think, Mr. Green, you will be interested in our product line.

ACTIVITY E-7: PUNCTUATION TEST
(TEACHER'S COPY)
(Continued)

___OK___ 20. Children who are deprived of affection and love may die.

________ 21. Mr. Brown will be in town on Tuesday, November 18.

________ 22. Our home office is in Detroit, Michigan.

________ 23. The textbook we are using, *Living for Tomorrow*, is available in paperback now.

________ 24. Mr. Jones, who has lived alone for 25 years, just got married.

________ 25. Yes, you may use my car to show Jane around town.

Activity Name: Spelling and Vocabulary E-8
Unit Objective 8

Suggested Use of Activity

This activity is to be used at the teacher's discretion. This material can be fit into the unit whenever time can be allotted. For instance, one day a week may be utilized for spelling and vocabulary, or perhaps a portion of a class period may be used. This material is strictly supplemental. Lists of spelling and vocabulary words are included in this activity, as well as sample quizzes. However, these words are merely suggestions; other vocabulary lists could be made by the teacher.

Objectives of Activity

At the end of this activity, students will be able to

1. Correctly spell the words listed as frequently misspelled and be able to use these words correctly in a sentence.
2. Utilize a dictionary to discover the meanings of certain homonyms and to use them correctly in a sentence.

Facilities and Materials Needed

List of 100 Frequently Misspelled Words
List of Homonyms
Vocabulary Words And Definitions A
Vocabulary Words And Definitions B

Description of Activity

Since this material will be used as supplemental work, no set pattern or method for using this work is provided.

Suggested Length of Activity

No particular time frame (for use when time is available)

Suggestions for Teacher

These lists of words are provided merely as a suggestion for words which might be utilized in an activity for spelling and vocabulary. When giving spelling words, spelling rules should be reviewed whenever possible. For instance, the rules concerning i before e could be covered. Students should be required to spell words correctly and to use them correctly in a sentence. They could make up their own sentences which utilize these specific spelling words.

The use of the dictionary could be applied to this activity through the study of homonyms. These definitions should be obtained from a dictionary. Then, the worksheet for homonyms could be completed as an application of the meanings of these homonyms.

Suggestions for Evaluation

Since this activity is being used for enrichment, the extent of its usage and the degree of evaluation are strictly up to the teacher. Perhaps several quizzes could be given over vocabulary or spelling, or the worksheets could be used strictly for homework purposes with no real evaluation being given.

NAME______________

ACTIVITY E-8: LIST OF 100 FREQUENTLY MISSPELLED WORDS

1. parallel
2. knowledge
3. nickel
4. occurrence
5. February
6. congratulations
7. experience
8. resemblance
9. diligence
10. recipient
11. appliance
12. remembrance
13. correspondence
14. abundance
15. evidence
16. counselor
17. grammar
18. competitor
19. bookkeeper
20. acknowledgment
21. advertiser
22. supervisor
23. professor
24. prosecutor
25. conscious
26. license
27. accessories
28. apologize
29. merchandise
30. realize
31. advertise
32. exercise
33. analyze
34. island
35. efficiency
36. emergency
37. vacancy
38. fluently
39. hesitant
40. achieve
41. believe
42. conceit
43. conceive
44. niece
45. grievance
46. perceive
47. priest
48. receipt
49. relieve
50. personnel
51. receive
52. thief
53. ceiling
54. yield
55. conscience
56. diet
57. eight
58. experience
59. foreign
60. freight
61. heir
62. patient
63. quiet
64. society
65. sufficient
66. variety
67. vicinity
68. weigh
69. similar
70. admissible
71. miniature
72. surprise
73. consensus
74. benefited
75. separate
76. personnel
77. apparent
78. ecstasy
79. cemetery
80. personal
81. seize
82. interrupt
83. miscellaneous
84. embarrass
85. insistence
86. irresistible
87. restaurant
88. accommodate
89. allegiance
90. deceive
91. incidentally
92. desperate
93. occasionally
94. remittance
95. knowledgeable
96. discipline
97. questionnaire
98. inadvertent
99. vicious
100. allotted

NAME______________

ACTIVITY E-8: LIST OF HOMONYMS

1. capital
2. capitol
3. cite
4. site
5. complement
6. compliment
7. council
8. counsel
9. consul
10. dye
11. die
12. precede
13. proceed
14. precedence
15. precedents
16. principle
17. principal
18. stationery
19. stationary
20. residents
21. residence

NAME______________

ACTIVITY E-8: VOCABULARY WORDS AND DEFINITIONS A

DIRECTIONS: Match the vocabulary word with its proper definition by filling in the blank with the letter of the appropriate definition.

______ 1. capital

______ 2. capitol

______ 3. cite

______ 4. site

______ 5. complement

______ 6. compliment

______ 7. council

______ 8. counsel

______ 9. consul

______ 10. dye

______ 11. die

a. Place or setting of an event

b. To give advice or guidance

c. Assembly of persons called together for consultation or guidance

d. Money; town or city that is the official seat of government

e. Expression of praise or admiration

f. To cease living

g. Building in which a state legislature meets; building occupied by the U.S. Congress

h. Official appointment by the government to reside in a foreign city and represent that government

i. To quote as an authority

j. Any substance used to color material

k. Something that completes or brings to perfection

NAME________________

ACTIVITY E-8: VOCABULARY WORDS AND DEFINITIONS A
(Continued)

DIRECTIONS: Complete each sentence below with the correct vocabulary word found on the previous page.

1. Please ________________ your sources at the bottom of the page.
2. We received our passport from the office of the American ________________ in Paris.
3. Boise is the ________________ of Idaho.
4. I wonder if I can ________________ that tablecloth another color.
5. You need to seek the ________________ of a lawyer to help you in this matter.
6. The visitor was very impressed with the architecture of the state ________________.
7. Your new sweater is an excellent ________________ to the skirt you are wearing.
8. The people were protesting the selection of this ________________ for the new football field.
9. All ________________ meetings are open to the public.
10. The heat is so intense in this room I feel as if I could ________________.
11. You paid me a wonderful ________________ when you asked me to be in your wedding.
12. John had to abandon the research project because he ran out of ________________.
13. The governor's mansion is only one block from the state ________________.
14. Sally has an exciting job working as secretary to the Russian ________________.
15. I have to footnote the material I ________________ in my book.

ACTIVITY E-8: VOCABULARY WORDS AND DEFINITIONS A
(TEACHER'S COPY)

DIRECTIONS: Match the vocabulary word with its proper definition by filling in the blank with the letter of the appropriate definition.

D 1. capital

G 2. capitol

I 3. cite

A 4. site

K 5. complement

E 6. compliment

C 7. council

B 8. counsel

H 9. consul

J 10. dye

F 11. die

a. Place or setting of an event

b. To give advice or guidance

c. Assembly of persons called together for consultation or guidance

d. Money; town or city that is the official seat of government

e. Expression of praise or admiration

f. To cease living

g. Building in which a state legislature meets; building occupied by the U.S. Congress

h. Official appointment by the government to reside in a foreign city and represent that government

i. To quote as an authority

j. Any substance used to color material

k. Something that completes or brings to perfection

ACTIVITY E-8: VOCABULARY WORDS AND DEFINITIONS A
(TEACHER'S COPY)
(Continued)

DIRECTIONS: Complete each sentence below with the correct vocabulary word found on the previous page.

1. Please ___cite___ your sources at the bottom of the page.
2. We received our passport from the office of the American ___consul___ in Paris.
3. Boise is the ___capital___ of Idaho.
4. I wonder if I can ___dye___ that tablecloth another color.
5. You need to seek the ___counsel___ of a lawyer to help you in this matter.
6. The visitor was very impressed with the architecture of the state ___capitol___.
7. Your new sweater is an excellent ___complement___ to the skirt you are wearing.
8. The people were protesting the selection of this ___site___ for the new football field.
9. All ___council___ meetings are open to the public.
10. The heat is so intense in this room I feel as if I could ___die___.
11. You paid me a wonderful ___compliment___ when you asked me to be in your wedding.
12. John had to abandon the research project because he ran out of ___capital___.
13. The governor's mansion is only one block from the state ___capitol___.
14. Sally has an exciting job working as secretary to the Russian ___consul___.
15. I have to footnote the material I ___cite___ in my book.

NAME______________

ACTIVITY E-8: VOCABULARY WORDS AND DEFINITIONS B

DIRECTIONS: Match each vocabulary word with its proper definition by filling in the blank with the letter of the appropriate definition.

__________ 1. precede

__________ 2. principle

__________ 3. residents

__________ 4. stationary

__________ 5. precedents

__________ 6. proceed

__________ 7. residence

__________ 8. stationery

__________ 9. principal

__________ 10. precedence

a. those living in a place

b. value of real estate

c. fixed in position

d. to advance; to continue after an interruption

e. writing paper and envelopes

f. established rules or examples which will justify a future act

g. management

h. general truth; rule of conduct

i. to be, go, or come before; to surpass in rank

j. ceremony

k. a house or place of shelter

l. a chief person; a boss

m. priority in time or rank; preference

Name________________

ACTIVITY E-8: VOCABULARY WORDS AND DEFINITIONS B
(Continued)

DIRECTIONS: Complete each sentence below with the correct vocabulary word from the list on the previous page.

1. The _______________ of the village were alarmed over the new zoning proposal.

2. Carbon paper may be purchased at any _______________ store.

3. Your luggage will _______________ you to Miami.

4. Mr. Goodyear, the _______________ of our school, knows every student.

5. There seems to be no _______________ for giving these awards.

6. Let us _______________ to the next topic on the agenda.

7. I wanted to move the wall in my office, but I couldn't because it turned out to be a _______________ wall.

8. What has been the guiding _______________ in your life?

9. We must establish our _______________ in Michigan in order to get a break on our real estate taxes.

10. I'm sorry, but your homework must take _______________ over TV.

ACTIVITY E-8: VOCABULARY WORDS AND DEFINITIONS B
(TEACHER'S COPY)

DIRECTIONS: Match each vocabulary word with its proper definition by filling in the blank with the letter of the appropriate definition.

__I__ 1. precede

__H__ 2. principle

__A__ 3. residents

__C__ 4. stationary

__F__ 5. precedents

__D__ 6. proceed

__K__ 7. residence

__E__ 8. stationery

__L__ 9. principal

__M__ 10. precedence

a. those living in a place

b. value of real estate

c. fixed in position

d. to advance; to continue after an interruption

e. writing paper and envelopes

f. established rules or examples which will justify a future act

g. management

h. general truth; rule of conduct

i. to be, go, or come before; to surpass in rank

j. ceremony

k. a house or place of shelter

l. a chief person; a boss

m. priority in time or rank; preference

ACTIVITY E-8: VOCABULARY WORDS AND DEFINITIONS B
(TEACHER'S COPY)
(Continued)

DIRECTIONS: Complete each sentence below with the correct vocabulary word from the list on the previous page.

1. The residents of the village were alarmed over the new zoning proposal.

2. Carbon paper may be purchased at any stationery store.

3. Your luggage will precede you to Miami.

4. Mr. Goodyear, the principal of our school, knows every student.

5. There seems to be no precedent for giving these awards.

6. Let us proceed to the next topic on the agenda.

7. I wanted to move the wall in my office, but I couldn't because it turned out to be a stationary wall.

8. What has been the guiding principle in your life?

9. We must establish our residence in Michigan in order to get a break on our real estate taxes.

10. I'm sorry, but your homework must take precedence over TV.

TEACHER RESOURCES FOR UNIT

Burtness, Paul S. and Alfred T. Clark, Jr. Effective English for Business Communication, 7th ed. Cincinnati: South-Western Publishing Co., 1980.

Henderson, Greta LaFollette and Price R. Voiles. Business English Essentials, 6th ed. New York: McGraw-Hill, 1980.

Reigner, Charles G. and Dorothy P. Strohecker. Applied English Essentials, 5th ed. The H. M. Rowe Company, 1981.

Reigner, Charles G. and Elaine M. DiAiso. Applied Punctuation, 6th ed. The H. M. Rowe Company, 1981.

Stewart, Marie M., Kenneth Zimmer and Lyn R. Clark. Business English and Communication, 6th ed. New York: McGraw-Hill, 1984.

Thomas, David A. and Maridell Fryar. Business Communication Today. Lincolnwood, IL: National Textbook Company, 1984.

UNIT F: WRITING

UNIT PLAN

Introduction

The following activities provide a variety of writing experiences which range from the very simple (i.e., a social note) to the more complex (i.e., a letter of application and resume). These activities are geared to business applications, but students should be able to apply these basic writing principles and formats to a wide variety of situations.

Each of these activities can be completed with typewriters, but the optimum situation would be to have the students "create" them on a microcomputer that utilizes word processing software. Word processing programs--Applewriter or Appleworks, for instance--are easy to learn and reasonably priced for school applications.

To begin this unit, one or two days should be allotted for review of the parts of a business letter and the correct form to follow when writing a business letter. If utilizing the microcomputers, these days could be used for either introducing the basic word processing program or reviewing the commands in the program.

Topical Outline of Unit

WRITING

1. Types of Letters
    a. Social note
    b. Personal business letter
    c. Business letter

2. Memos
    a. Basic informational memos
    b. Memos that require research

3. Routine Request Letters
    a. Appointment letter
    b. Reservation letter
    c. Purchase letter

4. Complaint Letters

5. Job Series Correspondence
    a. Letter of application
    b. Resume

   c. Application blank
   d. Reference letter

6. Writing Activities that Enhance the Understanding of Ethics in the Workplace

Unit Objectives

At the end of this unit, students will be able to

1. Understand the basic differences among a social note, a personal business letter and a business letter.
2. Format and compose a memorandum that relays and/or reflects research done on a particular topic.
3. Format and compose a routine request letter for an appointment, a reservation or a product.
4. Format and compose a complaint letter.
5. Format and compose a letter of application with an accompanying resume.
6. Complete an application blank.
7. Format and compose a letter that seeks permission to use someone as a reference for a job.
8. Compose various types of business correspondence directly at a typewriter or microcomputer.
9. Apply the basic letter writing principles to situations in the students' own lives.
10. Assess conflict and make defensible ethical choices related to competing standards and values and to anticipate the consequences of these choices.

SUGGESTED STUDENT ACTIVITIES

Activity Name: Types of Letters F-1
Unit Objective 1

Suggested Use of Activity

This activity should be used as an introduction to the unit for writing business correspondence. This writing should be the first that students do; these activities can be geared to all student academic levels. The nature of this unit is to move from the simplest form of business writing to the more complex.

Objectives of Activity

At the end of this activity, students will be able to

1. Compose a social note.
2. Compose and properly format a personal business letter.
3. Compose and properly format a business letter.
4. Understand the differences among these three types of writing based on content, format and writing styles.

Facilities or Materials Needed

Typewriter or microcomputer
Samples of Social Notes and Letters handouts (can be made into overheads or written on board
Letter Writing Assignments handout

Description of Activity

1. Discuss with students the purpose of each of the following types of correspondence
   a. social note
   b. personal business letter
   c. business letter
2. Review the format which would be followed for each type of letter.
3. Compose a sample letter for each type of correspondence.
4. Distribute the attached assignment sheets and have the students write a letter to fit each of the three situations.

Suggested Length of Activity

Two 50-minute periods or the equivalent of two class periods

Suggestions for Teacher

Because this is the first time that students will actually be composing on their own, a great deal of teacher guidance will be necessary. Using either the overhead or the chalkboard, write "together" one of these three types of correspondence (i.e., the personal business letter). Make up a situation and then let students suggest the actual message. The Samples of Social Notes and Letters for each of these letter-type situations which follow may be used for student discussion. Once the letter is completed, discuss what would have been changed had it been a social note or had it been a business letter.

Depending on the size of the class and the ability of the students, the teacher may want to have the students work in pairs or in small groups. One group could be assigned to write the social note, one the personal business letter, and one the business letter.

Suggestions for Evaluation

As the first assignment, this one probably should not be assigned a grade. The letters should be collected, and the teacher should make notes, suggestions and appropriate comments. A transparency could be made of several of the better letters. These could be shown to the class with certain parts highlighted for discussion purposes.

Name________________

ACTIVITY F-1: SAMPLES OF SOCIAL NOTES AND LETTERS

Samples of a Social Note

Dear _________________:

I was very sorry to hear about your recent sad news. Bill was a special man whom I knew well and with whom I spent many enjoyable times.

Bill will be greatly missed by all who knew and worked with him in both his business and community efforts.

Please accept my warmest sympathy and best wishes.

Most sincerely,

Dear ______________:

This short note is to thank you for your introduction that allowed me to see Mr. William Jenkins in New York this week. I must say that he holds you in the highest regard.

Although nothing tangible evolved from our meeting, I do think the two of us formed a foundation for further business dealings.

At any rate, I very much appreciate your efforts to help me, and I look forward to the time when I can return the favor.

Sincerely,

Name________________

ACTIVITY F-1: SAMPLES OF SOCIAL NOTES AND LETTERS
(Continued)

Samples of a Personal Business Letter

Dear ___________:

Thank you for your kind thoughts about my recent promotion at Allied, Inc. However, I'm not certain whether congratulations or condolences are more appropriate at this point!

I know the new job is going to be very demanding, especially as I make the transition from my former job and department.

However, be assured I shall give this new job everything I have to offer. Your thoughtfulness and kind words help to increase my confidence and ease my insecurities. Again, I truly appreciate your continued support.

Sincerely,

Dear ______________:

Having been a member of the Lyons Club for over twenty-eight years, I wholeheartedly support the nomination of Jack Webber for president of this organization.

Jack is well known in many community organizations, he owns property near the club, and he is a respected attorney. Jack's dedication, persistence, leadership skills, and organizational abilities will help him to become one of the best presidents our organization has had.

I would be pleased to personally nominate Jack Webber for president at our next monthly meeting.

Sincerely,

Name________________

ACTIVITY F-1: SAMPLES OF SOCIAL NOTES AND LETTERS
(Continued)

Sample of a Business Letter

Dear ________________:

Thank you for making your latest payment before receiving our statement.

A look at your file provides the answer to the question raised in your August 20 letter:

	Purchases	Payments	Balance
July 5	$20.00		
August 5	$45.52		
August 10	$10.45		$75.97
August 12		$57.97	$18.00

The clerk who stated your balance on August 12 apparently read the dollar digits in reverse order (57 instead of 75). If he had overstated your balance and you had paid the amount quoted, you would have had a credit toward future purchases. Since the amount was understated, your account shows the $18 balance.

This balance can be paid now or added to your statement for September purchases.

By the way, our fall presale (for our charge customers only) begins on September 1. Many items will be reduced by as much as 25 percent. When you charge your purchases, remember to pick up your coupons from the office on the third floor.

Sincerely,

Name________________

ACTIVITY F-1: SAMPLES OF SOCIAL NOTES AND LETTERS
(Continued)

Sample of a Business Letter

Dear ______________:

Your recent article, "Tips for Interviewers," in last month's Personnel Administrator journal brought many favorable comments from members of our local personnel group.

We have long felt a strong need for more information about successful, up-to-date interviewing techniques from the point of view of a specialist such as yourself.

About 75 members will be attending our monthly meeting in October. They would be very glad to meet you, and they would be especially interested in hearing your interviewing thoughts.

By accepting our invitation to be the featured speaker, you will also have the opportunity to meet several members of our group. Your spouse is also invited to this meeting that will be held at the Sheraton Hotel on Wednesday, October 21, at 7:00 p.m. We can promise you a pleasant evening and an attentive audience.

Sincerely,

Name____________________

ACTIVITY F-1: LETTER WRITING ASSIGNMENTS

Assignment 1: Social Note

Compose and type or print out on the microcomputer a note to a friend at another school. Be sure to tell him/her about the recent athletic victory of one of your school teams. Include your announcement of election to an officer's position in a school organization of your choice.

Assignment 2: Personal Business Letter

You work at McDonald's after school. At your request, your boss spoke to one of your classes this week at its monthly meeting. Write your boss a thank you note.

Assignment 3: Business Letter

As an officer of a school organization, your job is to write a letter to other school organizations. Compose and type or print out a letter informing each organization of the details concerning an upcoming event. Be sure to include the following

a. Date, time and location
b. Cost
c. Rules and regulations concerning the event
d. Registration materials
e. Deadlines

Activity Name: Memos F-2
Unit Objective 2

Objectives of Activity

At the end of this activity, students will be able to

1. Recognize the differences in format between a memorandum and a business letter.
2. Compose and properly format a simple interoffice memo.
3. Compose and properly format a memo that requires a summary of research done for a particular topic.

Suggested Use of Activity

Once the students have finished the first writing assignment of a social note, personal business letter and business letter, they should be introduced to the informal style of writing used for communication within a business. Included in this activity is the opportunity to do a small amount of research and to report back to a supervisor about the findings of this research. This activity, as well as those which follow, should now be done by each student individually.

Facilities or Materials Needed

Typewriter or microcomputer
Sample of an Interoffice Memo handout
Memo Writing Assignments handouts
Overhead projector
Transparencies of memos

Description of Activity

1. Discuss with students the purpose of an interoffice memo.
2. Discuss situations in which a memo would be appropriate and situations in which a memo would not be appropriate.
3. Show sample interoffice memos, pointing out the format.
4. Discuss ways in which a memo differs in format from a business letter.
5. Distribute the attached assignment sheets and have students compose and type or print out both memos.

Suggested Length of Activity

Two 50-minute class periods

Suggestions for Teacher

Students must understand the basic differences between writing a memo and writing a business letter; be sure to emphasize these differences. The following are suggestions for writing memos which should also be stressed:

1. Consider the person to whom you are writing. What is your job level in relation to the person to whom you are writing?
2. Stick to the subject of your memo; do not mix several subjects.
3. Organize your memo so that it can be read, followed and understood easily.
4. Be clear and concise.
5. Tell the reader what, if anything, he or she is to do in response to the memo.

When writing a report in memo format, the following suggestions should be stressed

1. Collect all the data needed before beginning to write the report.
2. Organize the data well; whenever possible, use tables, charts, lists and graphs.
3. Use the appropriate tone for a report based on the subject matter and the reader.
4. Keep the report as short as possible.
5. Draw conclusions only when asked to do so; otherwise, keep personal opinions out.

At this point students should be able to work independently. If they are using microcomputers, the teacher can circulate throughout the room, reading the monitors and making suggestions. If students are using typewriters, the teacher can answer questions. Students should always have easy access to dictionaries and reference manuals. A transparency of an interoffice memo can be kept on the overhead for easy reference while students are working.

Suggestions for Evaluation

Since this assignment will be the first one graded in this unit, two grades may be assigned--one for format (correct form, grammar, spelling and no typing errors) and one for content (conciseness, organization and thoroughness of details). Again, the technique of reading to the class excerpts from memos written by classmates should be used.

Name ________________

ACTIVITY F-2: SAMPLE OF AN INTEROFFICE MEMO

TO: Jane Thomas, Principal, Happy Days High School

FROM: Albert Finner, Physical Plant Supervisor

SUBJECT: Air-conditioning Installation Costs

DATE: February 5, 1988

As you requested in your memo of January 15, we have studied the costs of installing air-conditioning for the third floor of the main building. As you requested, we also gathered information about the additional cost of installing air-conditioning equipment to handle the faculty lounge on the second floor.

Third Floor Installation

Estimates were obtained from four contractors on the proposed installation to cover offices and classrooms on the third floor. All four were in the $25,000 to $30,000 range. The work would take about one month from the time we give our approval.

Because the central unit would be installed on the roof, some noise problems might occur during a five- or six-day period. Each contractor has assured us that the most excessive noise periods will be contained to the weekends when classes are not in session. Overtime labor costs for the weekend work amount to about $650 and have been included in the estimates.

Faculty Lounge Installation

Because another air-conditioning unit would be needed to handle the faculty lounge on the second floor, an extra $2,500 would be necessary for this unit. Labor to install this unit would be about $400.

Summary

The total cost for air-conditioning the third floor of Wirtz Hall and the faculty lounge on the second floor of Wirtz Hall would be about $29,000. We can request official bids at your request.

Name______________________

ACTIVITY F-2: MEMO WRITING ASSIGNMENTS

Assignment 1: Sales Staff Training

You work for a firm called Planned Interiors for Business. Your boss, Dean S. Little, wants you to write a memo to the sales staff informing them of the times and dates of the training sessions for the next two months. Compose and type or print out this memo; be sure to include the following information:

1. time for each meeting--4 - 6 p.m.
2. place--Merchandise Mart in Chicago
3. dates--every Tuesday beginning the first Tuesday next month for eight consecutive weeks; be specific
4. training sessions are mandatory

Assignment 2: Hotel Information

Mr. Little has asked you to do some research and to report back to him in memo form. He needs to host a workshop and banquet for several manufacturers. He wants you to contact five different hotels in this area and to gather information for the following

1. name of hotel--address and phone number
2. number of rooms available for workshops
3. cost of a room for one night--based on single occupancy
4. banquet facilities--maximum number of people who can be served

5) cost (including tax and gratuity) of a prime rib dinner
6) amount of deposit required
7) dates available specifically a Wednesday or Thursday in March

Compose and type or print out a memo reporting your findings; do not draw conclusions or make any specific recommendations.

Activity Name: Routine Request Letters F-3
Unit Objective 3

Suggested Use of Activity

The routine request letter is representative of the most frequently written business correspondence. Its use provides a simple introduction to the basic format of a business letter; it is also the type of letter which may be applied to a variety of situations in a student's personal life. Once the students have written memos, a natural progression to work on routine request letters exists.

Objectives of Activity

At the end of this activity, students will be able to

1. Understand the content arrangement when writing a routine request letter.
2. Write a statement of goodwill.
3. Compose and properly format a routine request letter that requests an appointment, a reservation and a product.

Facilities or Materials Needed

Typewriter or microcomputer
Sample of a Routine Request Letter handout (can be made into transparencies or written on the board)
Letter Writing Assignments for Routine Requests for Information handout
Written Correspondence Evaluation handout
Correcting Letter Writing Mistakes handout (can be made into transparencies or written on the board)
Overhead projector or chalkboard

Description of Activity

1. Discuss with students the purpose of a routine request.
2. List situations in which a routine request letter would be appropriate.
3. Outline on the transparency or chalkboard the organizational plan used for a routine request letter.
4. Compose on the transparency or chalkboard a sample routine request letter.
5. Distribute assignment sheets and have students compose and type or print out each of the three assignments.

Suggested Length of Activity

Three 50-minute class periods

Suggestions for Teacher

Outline and thoroughly discuss with the students the organizational plan to be followed for a routine request letter. This plan would include:

1. a statement of the purpose of the letter
2. necessary facts and details
3. a statement of goodwill

Again, the teacher should have the class compose a routine request letter before the students write on their own. For instance, compose on the chalkboard or transparency a letter to Mike Ditka, asking him to be the featured speaker at the annual sports awards banquet.

This activity works best if three class periods are allotted. The first day could be used to introduce the concept of a routine request letter, to outline the plan to be followed, and to write a sample letter. The other two class periods can be utilized for individual work on the letters. These letters would then be due at the end of class on the third day.

The teacher's role on the second and third days is to circulate throughout the classroom, offering suggestions and helping to solve problems. Students should have easy access to dictionaries and other reference sources.

Suggestions for Evaluation

These letters would be graded more strictly than in the past. Five major categories would be considered, and then one overall grade would be given based on a possible 100 points. The Written Correspondence Evaluation worksheet is a suggestion for use in grading these letters. This sheet, with teacher comments, is attached to the letters and returned to the students.

The students always respond favorably when their letters or excerpts from their letters are read to the class as positive examples. In addition, a transparency could be made with actual sentences containing mistakes from the students' letters. Then as a class exercise, students could correct these letters (see Correcting Letter Writing Mistakes as an example).

Name_________________

ACTIVITY F-3: SAMPLE OF A ROUTINE REQUEST LETTER

Sample of a Routine Request

Dear ___________________:

May I have a copy of your speech delivered to our business educators' group meeting held at Smith High School on February 4.

I was so involved in your delivery that I was not able to take sufficient notes to supply the detail I want. I would like to share this information with colleagues who were not able to attend the meeting.

I appreciate the remarks you made and would like to have a copy of the entire speech for future reference as well as an additional copy of the printed materials you distributed but ran out of before they reached my section.

Sincerely,

Name____________________

ACTIVITY F-3: LETTER WRITING ASSIGNMENTS FOR ROUTINE REQUESTS FOR INFORMATION

Assignment 1: Appointment Letter

Appointment letters are types of routine requests which are written concerning out-of-town appointments. They should include time, date, place and purpose of the appointment. The person granting the appointment often sets the time; however, a convenient time for the person seeking the appointment may be suggested in the letter. Avoid thanking the person for the appointment in the letter; this thank you will be expressed at the time of the actual meeting.

Your boss, Maria Fouseca, will be in Atlanta on a business trip next week. She would like an appointment with Mr. Frederick A. Jackson of Westinghouse Furniture to work out a new dealership contract. Compose and type or print out this letter for Ms. Fouseca's signature. Make up an appropriate street address, etc.

Assignment 2: Reservation Letter

Reservation letters are also routine request letters. Many reservations are made by telephone, but some must be made by letter. A request should include the dates of the reservation, accommodations required, and the arrival time. You should request that the reservation be confirmed and that it be held for late arrival (after 6 p.m.).

You and your mother are planning a week-long vacation in California for the second week in August. Write a letter to the Miramar Hotel, 998 Cabrillo Boulevard, Santa Barbara, CA 93103, requesting a room with a view of the ocean. Because this hotel is in a resort area and accommodations are often scarce, include a deposit. Ask that your room be held for late arrival the first night.

Assignment 3: Order Letter

Most routine letters take a direct approach. Simply include a direct statement indicating the purpose of the letter, the details and a statement of goodwill to close the letter.

In the latest issue of Ladies Home Journal, you saw an advertisement for a colonial wooden magazine rack. You would like to order the rack for your father's birthday. Order the rack from Greenland Studios, 3799 Greenland Boulevard, Miami, Fl 33954. Be sure to give all details, such as price (include postage and handling), wood finish, and serial or model number.

Name ______________________________

ACTIVITY F-3: WRITTEN CORRESPONDENCE EVALUATION

Assignment No. ____________ Due Date _____________

Does the letter make a good first impression? (20 points)

a. Acceptable format?
b. Well centered and spaced?
c. Typographical errors?
d. No contractions? ______________

Is correct English used? (20 points)

a. Spelling?
b. Punctuation?
c. Grammar?
d. Word Usage? ______________

Is the psychology of the correspondence acceptable? (20 points)

a. Friendly opening?
b. Positive?
c. Written from the reader's point of view?
d. Goodwill? ______________

Is the writing clear and complete? (20 points)

a. Understood at the first reading?
b. Slang and trite expressions avoided?
c. Words in reader's vocabulary?
d. Correct tone or approach used? ______________

Are important points emphasized? (20 points)

a. All necessary information given?
b. Proper organizational pattern used?
c. Separate paragraphs for each supporting idea?
d. Facts stated correctly? ______________

TOTAL POINTS ______________

Comments:

ACTIVITY F-3: CORRECTING LETTER WRITING MISTAKES
(TEACHER'S COPY)

These are mistakes taken from your letters. Let's correct them together!

1. A friend and I will be arriving the second week in August and staying for one week. (too vague--give exact dates)
2. Thank you very much for your time, and I will be eagerly awaiting your response. (do not thank in advance)
3. We do realize that the hotel is in a resort area, and accomodations are often scarce. (spelling error)
4. I would appreciate it if I were able to speak to a representative who could inform me about housing, financial aid, scheduling, athletics, and a tour of the campus would be most appreciated. (run-on; awkward wording; not parallel construction)
5. Sincerly (spelling)
6. Dear Sir: (sexual stereotyping)
7. Also someone who could tell me about scheduling, financial aid and housing. (sentence fragment)
8. Your products have a fine reputation and I am pleased to have this opportunity to order from you. (run-on sentence)

Activity Name: Complaint Letters F-4
Unit Objective 4

Suggested Use of Activity

In the course of every student's life, he or she will be called upon to write a complaint letter, whether for business or personal reasons. Because this letter is based on the format of a routine request letter but requires more assertiveness and tact, students should work with complaint letters after they are comfortable with writing simple routine request letters.

Objectives of Activity

At the end of this activity, students will be able to

1. Understand the content arrangement used when writing a complaint letter.
2. Clearly and concisely explain to a company what their complaint is and what they want done about this complaint.
3. Compose and properly format a complaint letter.

Facilities or Materials Needed

Typewriter or microcomputer
Sample of an Effective Complaint Letter handout
Letter Writing Assignments for Complaint Letters handout
Overhead projector or chalkboard
Transparencies of complaint letters

Description of Activity

1. Discuss with students the purpose of a complaint letter.
2. Discuss situations in which an individual should write a letter rather than complain in person or by telephone.
3. Distribute the Sample of an Effective Complaint Letter handout
4. Outline on the transparency or chalkboard the organizational plan used in a complaint letter.
5. Distribute the assignment sheets and have students compose and then type or print out both assignments.

Suggested Length of Activity

Three 50-minute class periods

Suggestions for Teacher

Outline and discuss thoroughly with the students the organizational plan to be followed in a complaint letter. This plan would include:

1. a neutral opening statement explaining that a problem with a product exists
2. the exact product name, model or serial number, style or color, date of purchase, place of purchase and purchase price
3. an exact explanation of the problem, including how many times the product had been used and in what fashion (stress to the students that "It doesn't work" tells the manufacturer nothing)
4. a very specific statement of what the company should do to remedy this situation or problem
5. enclosing and referring to a copy of the warranty if it still applies

Because assertiveness and tact are important elements in a complaint letter, the teacher should spend some time discussing both of these concepts. Perhaps imaginary situations could be brainstormed with a suggested right and wrong way to handle them. Words which have a negative connotation should also be discussed.

This activity works best if three class periods are used. The first day could be used to brainstorm and discuss, as suggested above, situations which would merit a complaint letter. Students will need to be given a day's notice to bring information from home for a product which they will use in the first assignment. The other two class periods can be used for individual work on the letters. Students could also be asked to work on these assignments outside of class.

As in the past, the teacher's role on the second or third days will be that of an advisor or a resource person for questions. Dictionaries and other reference manuals should be readily accessible by all students.

Suggestions for Evaluation

Use the same evaluation sheet and criteria suggested for the routine request letter (Activity F-3). Again, employ the techniques of reading parts of the students' letters and correcting mistakes found in their letters.

NAME_______________

ACTIVITY F-4: SAMPLE OF AN EFFECTIVE COMPLAINT LETTER

Dear__________________:

Please send me another record to replace the one in the attached mailing envelope.

The music by Stevie Wonder is outstanding, but this record arrived at my home with a scratch that is very distracting.

The enclosed invoice was placed with the record when it was mailed to me.

I shall appreciate an exchange (or refund if your supply is gone).

Sincerely,

Name____________________

ACTIVITY F-4: LETTER WRITING ASSIGNMENTS FOR COMPLAINT LETTERS

Assignment 1: Complaint to Manufacturer

Using a product or appliance from your own home with which you have a complaint, write a complaint letter to the manufacturer. Write this assignment as a personal business letter and use the handout for writing effective complaint letters as a guide. Be sure to include all relevant details. (The manufacturer's address can be found on the label or warranty.)

Assignment 2: Complaint to Timepiece

For your father's birthday, you purchased a Timepiece watch from the local jeweler. The watch was guaranteed to be waterproof and shockproof. Within a month after purchase, however, it broke. Write a letter of complaint to Timepiece, 7625 West Third Avenue, New York, NY 10015. Fill in all the necessary details. Write this assignment as a personal business letter.

Activity Name: Writing Activities that Enhance the Understanding of Ethics in the Work Place F-5
Unit Objectives 6, 7 and 8

Suggested Use of Activity

These activities may be used before the job series correspondence section in order to stimulate students' thinking about what jobs they are suited for and those for which they should apply. Additionally, discussion should center on appropriate information they must think about and include in their letters of application, resumes and application blanks.

Objectives of Activity

At the end of these activities, students will be able to

1. Clarify their understanding of work.
2. Recognize the work which would be most and least ideal for them.
3. Plan future occupational goals.

Through writing these assignments, students will seek answers to ethical dilemmas they will face in the world of work, such as the following:

1. Would this work choice be appropriate for me to make? Would this be appropriate in all situations? Would it be appropriate if I were in the place of others in the same situation?
2. Would this work choice contribute to my overall well being as well as the organization's?
3. Would this work choice meet my short-term goals? Would it meet my long-term goals?

Facilities or Materials Needed

Typewriter or microcomputer

Suggested Length of Activity

Part of a class period should be used to discuss each assignment; the majority of the writing will be done outside of class.

Description of Activity

1. Use the writing activities suggested or create new activities.
2. Discuss with students the purposes of each writing activity before it is assigned.

3. Review the preferred format which the students should follow in completing the assignments.
4. Prior to the job series correspondence section, excerpts from students' papers should be shared and discussed by the class.

Suggestions for Teacher

Depending on the size of the class and the abilities of the students, the teacher may want to have students work in pairs or in small groups to present each of the activity assignments.

Suggestions for Evaluation

Two grades may be assigned--one for format (correct format, grammar, spelling, no typographical errors) and one for content (conciseness, organization and thoroughness of details).

ACTIVITY F-5: WRITING ACTIVITIES
(TEACHER'S COPY)

1. Work Values Clarification

   Provide written activities for work values clarification. For example, the teacher can request students to write, "I like to work because . . .," or, "I don't like to work because . . ."

2. The Ideal Job

   Allow the students to look at the world of work and to "make up" what they consider the most ideal work and work they would dislike the most. Have the students put these ideas in writing.

3. Personal Decision Making

   Assist students in planning their futures in terms of occupational goals. Have students analyze their work interests and abilities by having them list two possible career choices. Then, have them write plans to attain their career goals.

Activity Name: Job Series Correspondence F-6
Unit Objective 5

Suggested Use of Activity

This activity should be the capstone for this unit for writing. Having progressed from the simple social letter through the more assertive complaint letter, students will find this activity is by far the most demanding writing assignment. It should also be one of the most important writing assignments the students will have. What the students learn in this activity should be applicable directly to their personal lives in the near future.

Objectives of Activity

At the end of this activity, students will be able to

1. Be familiar with the job application process.
2. Understand the organizational pattern for a letter of application and a reference letter.
3. Be able to format a resume correctly.
4. Be able to complete an application blank accurately.
5. Be able to compose and format properly a letter of application and a letter requesting a reference.

Facilities or Materials Needed

Typewriter or microcomputer
Newspaper advertisement
Sample of a Letter of Application handout
Sample Resume handout
Application blanks (to be obtained from local businesses)
Letter Writing Assignments handout
Overhead projector or chalkboard
Transparencies of sample letters and resumes

Description of Activity

1. Discuss with students why employees often have difficulty finding a job based on their personal attributes.
2. Discuss with students the attributes employers are looking for in their employees.
3. Have students bring in a newspaper advertisement for a job which they might be interested in some day.
4. Outline on the overhead or chalkboard the organizational plan used in a letter of application.
5. Hand out the sample resume; use a transparency of this resume and review format and information to be included in a resume. Discuss the ethics of providing true and accurate information.

6. Distribute application blanks and discuss the proper way to complete an application blank; have students fill out this application blank. Discuss the ethics of providing true and accurate information. Sample application blanks can be gathered by teachers and students from firms in the community.
7. Review the organizational pattern for a routine request letter and apply this pattern to a letter asking permission to use someone as a reference. Emphasize the importance of obtaining someone's prior permission to be used as a reference.
8. Distribute the assignment sheets and have students compose and then type or print out a letter of application, resume, and letter requesting a reference.

Suggested Length of Activity

Six to eight 50-minute class periods

Suggestions for Teacher

Stress to the students the importance of making a good first impression in their letters of application and resumes. Outline the organizational plan to be followed in a letter of application.

1. State the position being applied for and how the applicant learned of this position. A brief statement of goodwill would be appropriate here.
2. Give a brief summary of experience and education. Stress the courses and/or job duties which are particularly relevant for this job.
3. Mention that a resume is attached to the letter of application.
4. Ask for an interview. State how to be reached and indicate a convenient time to be contacted.

When discussing the proper format for a resume, review several different forms which are available. The attached sample resume is very simple in format but easy for a high school student to understand and to use as a model. Discuss with the students at this time who of their acquaintances would be appropriate references.

When discussing the application blank, acquaint students with questions which can/cannot be asked on an application for employment; discuss possible answers for these questions. Stress the following points about completing the application blank:

1. Type whenever possible; if printing, always use ink.
2. Follow directions completely; i.e., last name first, etc.
3. Make sure the application is neat!
4. List experience starting with the most recent.
5. Do not overlook sources of employment which illustrate responsibility; i.e., paper route, babysitting, lawn jobs, volunteer work.
6. Fill in all blank areas with either a line or N/A for not applicable; never leave a blank line.

Review the organizational plan for routine request letters and relate this plan to a letter the student will write to one of his/her references asking for permission to use that person as a reference.

If time allows in this final activity, the teacher might tie in an oral speech or a brief report for a career in which the student is particularly interested. This activity could be very informal--perhaps 2 to 3 minutes in length--stressing job duties, advantages/ disadvantages, potential for advancement, salaries, demand, etc. Another suggestion would be to stage or role play a mock interview with tips for dressing for an interview and handling the questions at an interview.

This activity could cover 6 to 8 class days. Certainly the teacher should allow ample time for the four writing assignments, and this activity could be expanded to include additional aspects of the job process as suggested above. One assignment should be introduced at a time, with teacher direction being given during class for each particular assignment. In other words, explain the letter of application and have students write this assignment before moving on to the assignment for resumes.

Suggestions for Evaluation

Use the same evaluation sheet and criteria utilized for the previous assignments. Be sure to inform the students of whether or not they would be hired based on their letters, application blanks and resumes.

NAME________________

ACTIVITY F-6: SAMPLE OF A LETTER OF APPLICATION

Dear ________________:

When Nationwide Mutual Insurance Company opens a regional office in Phoenix next summer, will you have need for a correspondence supervisor who is intimately familiar with the Phoenix area?

Presently, I am in my third year as a part-time correspondent for Atlas Insurance Company. Primarily my work consists of writing letters to Atlas policyholders. In addition to sharpening my writing skills, this work has taught me how to gain and to keep my friends for Atlas through my writing.

My college education was carefully planned to prepare me for work in business writing. Advertising and public relations were the areas of concentration for my B.S. degree in general business from Arizona State University. As you will see from the enclosed data sheet, I studied all available writing courses, including business communications, report writing, advertising and journalism.

In summary, my studies and my experience have equipped me for work as your correspondence supervisor. I know business writing, and I know how it should be practiced to benefit your company.

If after reviewing my credentials you feel that I might meet your needs, may I have an interview? I will be in your area from December 19 through January 10 and could come to your office at any time that is convenient for you.

Sincerely,

Enclosure

NAME________________

ACTIVITY F-6: SAMPLE RESUME

FRANCIS M. WOODHOUSE
9006 East Washington Boulevard
Grand Island, NE 68801
(308) 555-4321

POSITION SOUGHT: Medical Office Assistant

EXPERIENCE:

Grand Island Junior College Health Clinic, Grand Island, Nebraska. January 1984 to June 1984. Worked part time in conjunction with Co-op Training Program. Duties included assisting regular staff members in the preparation and filing of various medical records.

Maple Crest, Box 888A, Route 1, Grand Island, Nebraska. July 1983 to September 1983. Duties consisted of light office work and occasional assistance in the care of geriatric patients. Supervisor: William Baines, R.N.

E. F. Burns, M.D., Suite 400, One Nebraska Street, Grand Island, Nebraska. July 1982 to September 1982. Duties consisted of typing, transcribing, filing and similar office work.

EDUCATION:

Grand Island Junior College, 3600 Campus Circle, Grand Island, Nebraska. Awarded Associate in Arts degree upon completing two-year course. In second year, completed courses in medical dictation and transcription and medical procedures as part of special Medical Office Assistant Training Program, which also included part-time work in the college's health clinic.

Carson Senior High School, 1200 Grand Island Boulevard, Grand Island, Nebraska. Graduated with honors in June 1981 upon completion of college preparatory curriculum.

NAME________________

ACTIVITY F-6: SAMPLE RESUME
(Continued)

REFERENCES:	Dr. Louis M. Leland, Coordinator of Business and Office Education, Grand Island Junior College, 3600 Campus Circle, Grand Island, Nebraska 68801.
	Mr. Morton L. Sanders, 7733 Grange Road, Grand Island, Nebraska 68801.
	Ms. Maria Lopez, 8462 West Lincoln Terrace, Grand Island, Nebraska 68801.

Name______________________

ACTIVITY F-6: LETTER WRITING ASSIGNMENTS

Assignment 1: Letter of Application

Choose an advertisement from the paper for a job in a field in which you are interested. Respond to this advertisement by writing a letter of application. Be sure to request an interview in your letter. You may assume you have graduated from high school and even college if the job requires this education. You may give yourself one year of experience in a full-time position. Mention in your letter that you are attaching a resume.

Assignment 2: Resume

Compose the resume which you will attach to your letter of application in Assignment 1. Again, you may assume that you have had one year of experience in a full-time position and that you have graduated from high school and college (if necessary). Your references must be actual references you would use if you were actually applying for this position.

Assignment 3: Application Blank

Assume that your letter of application got results and that you were asked to fill out an application blank before you come in for your interview. Using the application blank which is provided, type this application for the job you applied for in Assignment 1.

Assignment 4: Letter Requesting a Reference

You listed three people as references on your resume. Now write to one of those three people asking if you may use him/her as a reference. Be sure to tell that person what you are currently doing.

TEACHER RESOURCES FOR UNIT

Burtness, P. S. and A. T. Clark, Jr. Effective English for Business Communication, 7th ed. Cincinnati: South-Western, 1982.

Henderson, G. L. and P. R. Voiles. Business English Essentials, 6th ed. New York: McGraw-Hill, 1980.

Mansfield, C. and M. H. Bahniuk. Writing Business Letters and Reports. Indianapolis: Bobbs-Merrill, 1981.

Stewart, M. M., K. Zimmer and L. R. Clark. Business English and Communication, 6th ed. New York: McGraw-Hill, 1984.

Thomas, D. A. and M. Fryar. Business Communication Today. Lincolnwood, IL: National Textbook Company, 1984.

"TIPS: This Information Prepares Job Seekers." Illinois Bell Education Relations, 1986.

VanHuss, S. H. Basic Letter and Memo Writing, 2nd ed. Cincinnati: South-Western, 1987.

UNIT G: SPEAKING SKILLS

(CONVERSATION, TELEPHONE AND INTERVIEW)

UNIT PLAN

Introduction

In this unit the focus will be on face-to-face conversations, telephone calls and interviews. One-to-one communication plays a very important part in everyone's life. Speaking with just one other person demands speech skills that differ from those needed for other types of communication. Effective one-to-one communication, like most other desirable goals, requires effort for achievement.

Topical Outline of Unit

SPEAKING SKILLS

1. Transmitting Information Face-to-Face
    - a. Two-way communication
    - b. Speaking
    - c. Listening
    - d. Non-verbal communication
    - e. Feedback
    - f. Barriers to communication

2. Telephone Communication Techniques
    - a. Efficiency in placing telephone calls
    - b. Techniques in answering telephone calls
    - c. Barriers in telephone communication

3. Interviewing
    - a. Types of interviews
    - b. Guide for interviewer in conducting an interview
    - c. Guide for interviewee in planning for a selection interview

Unit Objectives

After completing the learning activities for this unit, students will be able to

1. List and describe the basic elements involved in two-way communication.
2. Explain the effect of word choice on the encoding process.

3. Clarify the difference between hearing and active listening.
4. Discuss the importance of nonverbal communication in effective listening.
5. Explain how providing or soliciting feedback can prevent the misinterpretation of a message.
6. List and discuss the six barriers to effective communication.
7. Demonstrate the ten correct techniques for answering a telephone call.
8. Demonstrate the seven effective techniques for placing a telephone call.
9. Develop a generalized outline for conducting an interview.
10. Discuss the factors involved in preparing for a selection (job) interview.
11. Provide students with an opportunity to assess conflict and to make defensible ethical choices relative to competing values and standards and to anticipate the consequences of these choices.

Instructional Strategies

Because students' learning styles vary, flexibility in teaching styles is recommended. Students will learn more readily and retain more if they are actively involved in each lesson. Therefore, varied use of the following teaching methods is suggested: lecture, guest speaker, group discussion/task, case study, film, filmstrip, slide-tape, videotape, simulation, role-playing, field trip or any other activity that will actively involve the students. An oral report or a written review of any task improves listening skills and reinforces concepts.

When using visuals such as films or videotapes, be sure they are up to date. If the clothing or environment is outdated, students have difficulty focusing on the material to be learned. Even though the concept may still be valid.

Evaluation Ideas for Unit

A test on the unit should be prepared that emphasizes unit objectives. If possible, the format for the test should be varied, using both objective and subjective questions. Types of questions could include true or false or a variation using good or poor, multiple choice, matching terms with definitions, identification, fill in the blank, and short answer or essay. Letter grades or points to be assigned will be based on the number of correct responses.

Grades can easily be calculated for learning activities where identifiable skills are demonstrated. Attitude, participation and evidence of advanced preparation assigned for the activity are among the criteria that could be used for evaluating the remainder of the learning activities.

SUGGESTED STUDENT ACTIVITIES

Activity Name: Transmitting Information Face to Face G-1
Unit Objectives 1, 2, 3, 4, 5 and 6

Suggested Use of Activity

This activity is suitable for all students and should be used during the first week of the unit.

Objectives of Activity

At the end of this activity, students should understand two-way communication coding and decoding, hearing and active listening, nonverbal communication, feedback, and barriers to effective communication.

Facilities or Materials Needed

Lecture Outline (to hand out or for teacher use only)

Description of Activity

The lecture will introduce students to the concept of face-to-face communication. The Lecture Outline provided indicates main topics to be covered. The lecture may be divided as follows: basic elements of two-way communication on first day, speaking and listening on the second day, nonverbal communication and barriers to communication on the third day.

Suggested Length of Activity

Three 50-minute class periods

Suggestions for Teacher

Students should be required to take notes during the lecture. This will improve listening skills and will reinforce concepts.

Following the lecture, students should be asked to orally share their notes with the class. What were the major points? Did the class agree with them? Did some students take too many or too few notes? Discuss the relationship of note-taking to listening.

Suggestions for Evaluation

Students' notes should be collected. Teachers should write brief comments on the assignments. Credit should be given to indicate the assignment was satisfactorily completed. On the following day, a quiz/test covering main ideas and terms and definitions would reinforce learning.

NAME______________________

ACTIVITY G-1: LECTURE OUTLINE

1. Basic Elements of Two-way Communication
    a. Sender/speaker
    b. Receiver/listener
    c. Encoding
    d. Decoding
    e. Message
    f. Channel
    g. Noise/interference
    h. Feedback

2. Speaking
    a. Voice
    b. Articulation
    c. Word choice

3. Listening
    a. Hearing versus active listening
    b. Effective listening techniques
    c. Causes of poor listening

4. Nonverbal Communication
    a. Appearance
        (1) physical appearance
        (2) Artifacts
    b. Proximics
        (1) Intimate zone
        (2) Personal zone
        (3) Social zone
        (4) Public zone
    c. Kinesics
        (1) Body movements
        (2) Eye behavior
        (3) Facial expressions
    d. Paralanguage
        (1) Rate of speech
        (2) Tone of voice

5. Basic Elements of Two-way Communication
    a. Environment
    b. Social
    c. Physiological
    d. Psychological
    e. Semantic/syntactic
    f. Organizational (structure of message)

Activity Name: Face to Face Communication G-2
Message Distortion
Unit Objectives 5 and 6

Suggested Use of Activity

This activity is suitable for all students. It should be used following the lecture on the barriers to communication.

Objectives of Activity

At the end of this activity, students should be able to identify barriers to effective communication and explain how feedback can prevent misinterpretation of a message.

Facilities or Materials Needed

Message to be Transmitted handout (any brief story which is ludicrous and filled with details and some very strong language may be used).

Description of Activity

Select a group of six students. Five of the six students must leave the classroom. The remaining student is given a written message to read. The other students in the class are given copies of the same message.

Student 1 reads the message to Student 2 who has been called back into the room. Student 2 must remember the message so that he or she can accurately pass it on to Student 3. Students are called into the room one at a time. Student 2 relays the message to Student 3, Student 3 to Student 4, and so on.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

Students not directly participating in the activity should take notes while observing the communication.

At the conclusion of the activity, begin a class discussion concerning what happened to the message. Discuss ways to avoid message distortion. Could a different channel of communication have been used more effectively? Would feedback have allowed more accurate communication to take place?

Suggestions for Evaluation

Those six students who played an active part in the communication can receive credit based on attitude and participation. Active or passive involvement of the other students could be noted.

NAME_______________________

ACTIVITY G-2: MESSAGE TO BE TRANSMITTED

A young girl and her date are walking along a street in Brooklyn, New York. The girl notices that they are being followed by an enormous Great Dane. The dog is behaving peculiarly, showing his teeth and making restless movements. A moment later, sure enough, the dog, apparently maddened, leaps slavering upon the girl, who is borne to earth beneath his weight. With only an instant's hesitation, the boy jumps on the dog. Its fangs sunk in one, then in the other. The dog causes the three of them to roll like beasts across the sidewalk.

A crowd gathers at a safe distance to watch. No one interferes. They display the becalmed curiosity of TV viewers.

A few moments later, a truck driver, attracted by the crowd, pulls his vehicle over to the curb. This brave man is the only human being stirred personally enough to leave the role of passive spectator. Instantaneously analyzing the situation, he leaps into the struggle--attacking and beating the boy.

Activity Name: Face to Face Communication G-3
Feedback
Unit Objective 3

Suggested Use of Activity

This activity is suitable for all students. It demonstrates the inadequacy of one-way communication.

Objectives of Activity

At the end of this activity, students will be able to identify the differences between one-way and two-way communications.

Facilities or Materials Needed

Geometric Drawing One handout
Geometric Drawing Two handout
Any two drawings of slightly complex geometric figures similar in complexity

Description of Activity

One student is given one of the drawings. This student's task is to describe the figure so that class members can accurately reproduce the drawing.

The student is to communicate with his or her back to the class. No one may talk or in any way ask questions of the speaker. The speaker may not show the figure to the class. Discuss the results.

Then, assign another student to describe the other geometric design. This student may face the class. The class may ask questions or make comments, but still may not see the figure. Discuss the results.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

This assignment will illustrate the importance of feedback. Lead the discussion to highlight the key points which the exercise illustrates:

a. a system of orientation must be established
b. short units of information are most efficient
c. a need exists for restatement/clarification

d. summary components are necessary
e. feedback is essential

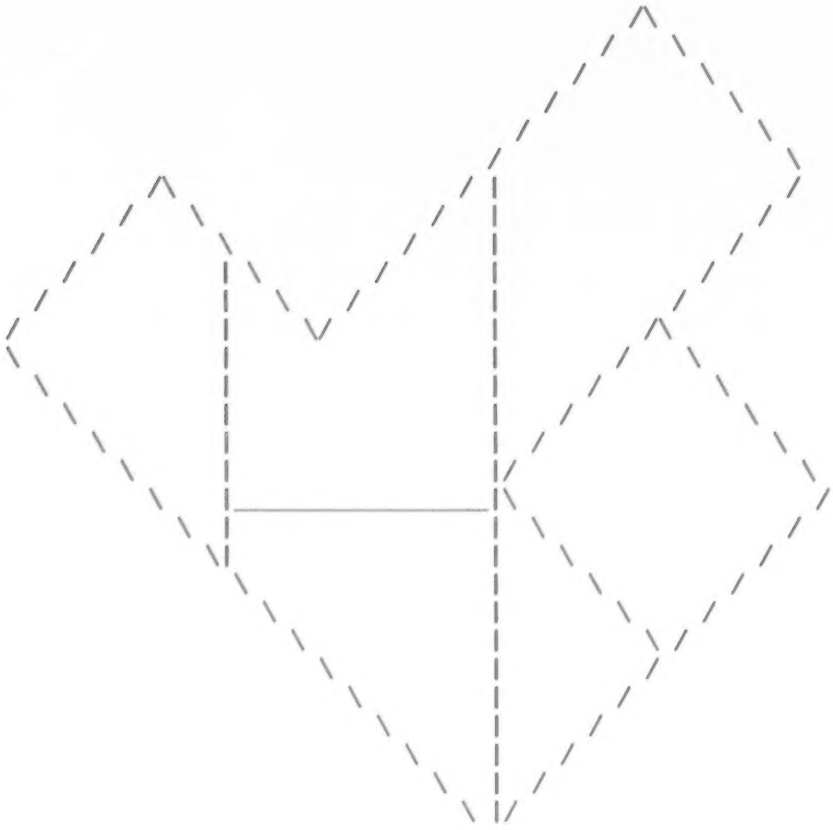
What would have been the best technique for conveying the message?

Suggestions for Evaluation

The two students who described the figures could receive credit based on attitude and participation. Active or passive involvement of the other students could be noted.

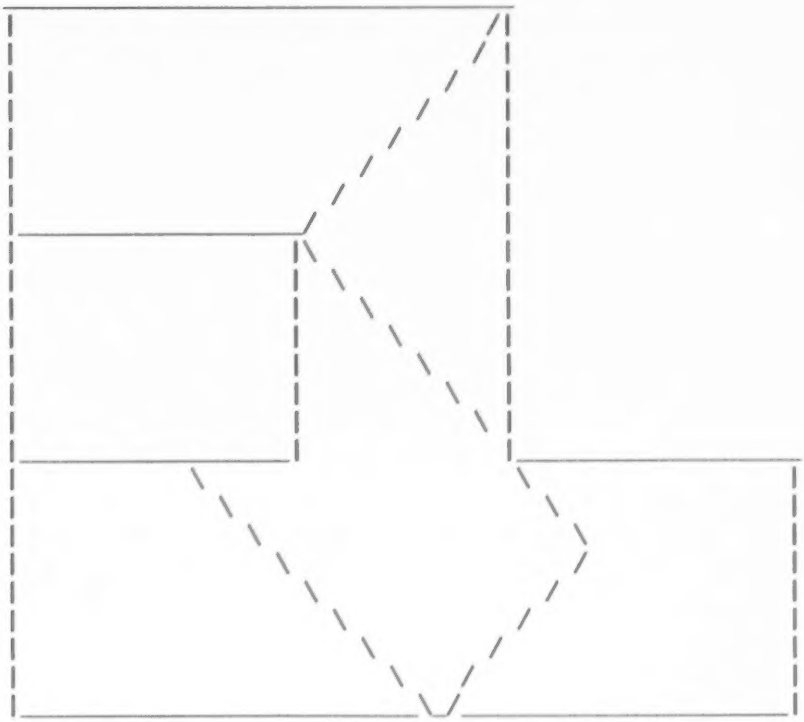
NAME____________________

ACTIVITY G-3: GEOMETRIC DRAWING ONE



NAME____________________

ACTIVITY G-3: GEOMETRIC DRAWING TWO



Activity Name: Face to Face Communication G-4
Unfinished Business
Unit Objective 11

Suggested Use of Activity

Appropriate for all student academic levels

Objectives of Activity

At the end of this activity, students will be able to act rather than react to others.

Facilities or Materials Needed

Unfinished Business Case Problems and Role-Playing Situations

Description of Activity

Through case problems and role-playing, students learn to act instead of react to people who don't agree with them. This activity is a good way to help students learn to think logically, creatively and critically as well as to express themselves verbally.

For example, students should be encouraged in this activity to complete or help others complete projects that have been "left hanging." These are projects we would like to talk about and would like to develop further; but because of time limitations, their completion is put off.

Suggested Length of Activity

Approximately 25 minutes for each situation--10 minutes for students to study the situation and formulate ideas and 15 minutes for class discussion

Suggestions for Teacher

Introduce the concept of unfinished business and suggest to the students that any time they have a free moment, they might approach someone with whom they have unfinished business and say, "I have some unfinished business with you. Do you have time to talk?"

Discuss the consequences of finishing or not finishing the unfinished business. Also, stress the idea that it is often not what is said in the communication process but, instead, how it is said that makes a difference in people's reactions. Stress, also, the importance of communication in doing for others and not just doing for one's self all the time.

Suggestions for Evaluation

Credit should be given for in-class discussion. Understanding could be tested by one essay questions which asks students to explain how they would handle a specific piece of unfinished business with a peer or co-worker.

ACTIVITY G-4: UNFINISHED BUSINESS CASE PROBLEMS AND ROLE-PLAYING SITUATIONS
(TEACHER'S COPY)

Teach students how to approach other individuals with some of the following examples of unfinished business. Discuss appropriate and ethical approaches.

1. Expressing a compliment.
2. Asking for a favor.
3. Reprimanding someone.
4. Delivering praise.
5. Issuing constructive criticism.
6. Expressing a complaint.
7. Expressing hurt feelings.
8. Expressing feelings of being treated unfairly.
9. Expressing feelings of not being adequately compensated for services rendered.
10. Expressing a desire for merit increase/promotion.
11. Letting another individual know that he/she is acting in a discriminatory manner.
12. Letting another individual know that he/she is using language and/or making comments that are offensive.
13. Letting another individual know that he/she has distracting/offensive body mannerisms.
14. Expressing to another individual that he/she is not pulling his/her share of the load.
15. Expressing to another individual that he/she has an attitude problem.
16. Expressing anger or displeasure to another individual.
17. Giving sympathy to another individual.
18. Giving congratulations to another individual.
19. Letting another individual know he/she has a body odor problem.
20. Letting another individual know you want to help or be included.

Activity Name: Face to Face Communication G-5
Listening
Unit Objectives 1, 2, 3, 5, and 6

Suggested Use of Activity

Suitable for all students (after lecture on Listening)

Objectives of Activity

At the end of this activity, students as group members will be able to assess differences between one-way and two-way communication and interpret these types of communications.

Facilities or Materials Needed

List of Controversial Issues

Description of Activity

Select six students. Seat them facing each other in two straight rows of three people each. The groups are to take opposite sides of a controversial issue.

One person from Side 1 speaks, advocating a reason for the position that his or her side holds. One person from Side 2 restates what the Side 1 speaker just said until the Side 1 person is satisfied with the accuracy of the statement. The same Side 2 speaker then speaks in response to the first Side 1 person, objecting to the position. The plan is followed until each person has spoken. Other class members can participate by sending written messages to either side's members.

Objections/corrections that result will allow the students to see the inconsistencies between what is spoken and what is heard.

Suggested Length of Activity

A 50-minute class period (more time is necessary if all implications are discussed)

Suggestions for Teacher

Everyone in the class need not directly participate in the activity. Continue until a group effectively illustrates the dominant themes of the unit.

Lead the entire class in a discussion of the relevance and findings of the exercise. The following questions might be asked: How effective was the listener in rephrasing the speaker's message?

Did the group improve in its ability to paraphrase? What lessons does this activity have for understanding how to improve communication? Why? How?

Suggestions for Evaluation

Implications should be thoroughly discussed. An essay question regarding three implications related to the activity could be included on a test.

ACTIVITY G-5: LIST OF CONTROVERSIAL ISSUES
(TEACHER'S COPY)

Quitting school at age 16
Curfews
Traffic violations
Accused use of alcohol/drugs
University/junior college vs. work
Being grounded
Low grades
Dating
Owning a car
Going steady

An issue more closely related to students' personal lives is more effective than a social or political issue.

Activity Name: Face to Face Communication G-6
Listening
Unit Objectives 2 and 3

Suggested Use of Activity

Suitable for all academic levels

Objectives of Activity

At the end of this activity, students should be able to determine how words affect encoding and being able to discuss differences between listening and hearing.

Facilities or Materials Needed

Report, Inference and Judgment Quiz A
Report, Inference and Judgment Quiz B

Description of Activity

The teacher administers the Report, Inference and Judgment quizzes.

Suggestions for Teacher

Listening for another's message is difficult. One way to stay alert to the different meanings is to distinguish among three kinds of statements: reports, inferences and judgments.

Before conducting this exercise, the teacher should read writers in the field of general semantics such as S. I. Hayakawa or William V. Haney. A lecture on these terms and their implications is necessary prior to conducting the report, inference and judgment quizzes which follow. Showing the film "The Power of Listening" from McGraw-Hill would also be an effective teaching device.

Suggestions for Evaluation

Since two quizzes are provided, teachers could have the students complete one for practice and the other for a grade. Be sure to thoroughly explain why each answer on the practice quiz was either a report, inference or judgment. A "report" must be verifiable. An "inference" is a statement about the unknown based on the known. A "judgment" is a verbalized opinion.

Name ____________________

ACTIVITY G-6: REPORT, INFERENCE AND JUDGMENT QUIZ A

Directions: Write R for report, I for inference or J for judgment in the space to the left of each sentence.

_____ 1. He informed us that the hands of the clock pointed to 10:30.

_____ 2. Sean Penn has lots of personality.

_____ 3. The U.S. has 500,000 troops in Nicaragua.

_____ 4. I shall probably knock the clock off the stand again tonight.

_____ 5. All politicians talk about popular trends rather than the issues of the day

_____ 6. The speedometer was stuck at 80.

_____ 7. John was born on March 19, 1928.

_____ 8. He is a typical bureaucrat.

_____ 9. The Redbirds have three seniors and two juniors on their team.

_____ 10. Mrs. Shickelgruber is quite vain.

_____ 11. Don Johnson is a despicable man.

_____ 12. The Soviet leader said that the Russian people do not want war.

_____ 13. Research scientists proved that regular after-meal brushing with new Crest reduced bacteria in the mouth by an average of 84%. -- Advertisement

_____ 14. A statement heard after listening to a car engine was: "The main bearing is probably out again."

_____ 15. Water freezes at 32 degrees Fahrenheit.

ACTIVITY G-6: REPORT, INFERENCE AND JUDGMENT QUIZ A
(TEACHER'S COPY)

Directions: Write R for report, I for inference or J for judgment in the space to the left of each sentence.

R 1. He informed us that the hands of the clock pointed to 10:30.

J 2. Sean Penn has lots of personality.

R 3. The U.S. has 500,000 troops in Nicaragua.

I 4. I shall probably knock the clock off the stand again tonight.

J 5. All politicians talk about popular trends rather than the issues of the day.

R 6. The speedometer was stuck at 80.

R 7. John was born on March 19, 1928.

J 8. He is a typical bureaucrat.

R 9. The Redbirds have three seniors and two juniors on their team.

J 10. Mrs. Shickelgruber is quite vain.

J 11. Don Johnson is a despicable man.

R 12. The Soviet leader said that the Russian people do not want war.

R 13. Research scientists proved that regular after-meal brushing with new Crest reduced bacteria in the mouth by an average of 84%. -- Advertisement

I 14. A statement heard after listening to a car engine was: "The main bearing is probably out again."

R 15. Water freezes at 32 degrees Fahrenheit.

Name______________________

ACTIVITY G-6: REPORT, INFERENCE AND JUDGMENT QUIZ B

Directions: Write R for report, I for inference or J for judgment in the space to the left of each sentence.

_____ 1. The Mona Lisa is a beautiful painting.

_____ 2. She is religious.

_____ 3. Marlboro is a product of the American Tobacco Co.

_____ 4. She goes to church every Sunday.

_____ 5. Jerry is a thief.

_____ 6. When he pulled a hankerchief from his pocket, a dollar bill fell out.

_____ 7. Mr. McIver is a mean teacher.

_____ 8. This business of letting 18-year-olds vote is a lot of nonsense.

_____ 9. Dave received all A's this period.

_____ 10. Dave is a good student.

_____ 11. I'll never get a date for the prom.

_____ 12. Joe will be accepted by Harvard when he applies.

_____ 13. In four years, Joe has not received a grade less than "A."

_____ 14. Communists don't believe in God.

_____ 15. Some communists don't believe in God.

ACTIVITY G-6: REPORT, INFERENCE AND JUDGMENT QUIZ B
(TEACHER'S COPY)

Directions: Write R for report, I for inference or J for judgment in the space to the left of each sentence.

J 1. The Mona Lisa is a beautiful painting.

I 2. She is religious.

R 3. Marlboro is a product of the American Tobacco Co.

R 4. She goes to church every Sunday.

I 5. Jerry is a thief.

R 6. When he pulled a handkerchief from his pocket, a dollar bill fell out.

J 7. Mr. McIver is a mean teacher.

J 8. This business of letting 18-year-olds vote is a lot of nonsense.

R 9. Dave received all A's this period.

J 10. Dave is a good student.

I 11. I'll never get a date for the prom.

J 12. Joe will be accepted by Harvard when he applies.

R 13. In four years, Joe has not received a grade less than "A."

I 14. Communists don't believe in God.

J 15. Some communists don't believe in God.

Activity Name: Face to Face Communication G-7
Proxemics
Unit Objective 4

Suggested Use of Activity

Acceptable for all student academic levels

Objectives of Activity

At the end of this activity, students will be able to assess the proxemics of face-to-face conversation.

Facilities or Materials Needed

Relationship Evaluation handout

Description of Activity

Evaluate your relationship with another person by the measure of space between you during a conversation. During the conversation, move unobtrusively closer and closer to the person until the closeness becomes uncomfortable. At this point, the other person will probably pull away or start backing up. Was the amount of comfortable space between you within the intimate, personal, social or public zone?

Discuss the results with the class.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

High school students find units like this one to be abstract. We, as teachers, can "see" these zones because of our broad interpersonal encounters. However, students lack the expertise and experience. Therefore, they should experience for themselves the diversity of the zone categories.

In discussion, have students share experiences or instances they have witnessed since learning this new information.

Suggestions for Evaluation

If the teacher feels comfortable with the fact that students show evidence of comprehending the material through in-class discussion, they can move on to other units. If more evidence of learning is needed, however, a written report of a more relevant experience with analysis that uses key concepts would be appropriate.

Name__________________

ACTIVITY G-7: RELATIONSHIP EVALUATION

DIRECTIONS: Evaluate your relationship with another person by the measure of space between you during a conversation. During the conversation, move unobtrusively closer and closer to the person until the closeness becomes uncomfortable. At this point, the other person will probably pull away or start backing up.

Was the amount of comfortable space between you within the intimate, personal, social or public zone?

Intimate distance - extends from touch to approximately 18 inches.

Personal distance - ranges from about 18 inches to four feet.

Social distance - extends from four feet to approximately twelve feet.

Public distance - exceeds twelve feet.

Activity Name: Face to Face Communication G-8
Communication Barriers
Unit Objective 6

Suggested Use of Activity

This activity is suitable for students of all academic levels

Objectives of Activity

At the end of this activity, students will be able to understand the barriers to effective communication.

Facilities or Materials Needed

Interpersonal Communication Barriers

Description of Activity

Have students describe any recent problems in interpersonal communication either orally or with a written report. Describe what happened. Could the breakdown have been avoided? Analyze the breakdown by employing the information regarding barriers to communication.

Suggested Length of Activity

The writing of the report could take a week to ten days. If reports are discussed in class, use at least a 50-minute period.

Suggestions for Teacher

Many times students at this level have a difficult time analyzing reasons for breakdowns in their personal communications. The teacher may have to ask if ________ was a factor in the breakdown? Why? How?

Suggestions for Evaluation

Students should be asked to select relevant examples and come to understand, through in-class discussion, the major factors influencing communication failure. Students should also be encouraged to take careful class notes that could be collected and evaluated.

Written reports can be graded based on the analysis of the communication barrier. Students could also be given an essay format exam.

ACTIVITY G-8: INTERPERSONAL COMMUNICATIONS BARRIERS
(TEACHER'S COPY)

Environmental
Social
Physiological
Psychological
Semantic/syntactic
Organizational (structure of message)

Example of a report assignment:

The purpose of this assignment is to have the student describe and analyze a communication breakdown. The case should present a relatively complex problem which is still largely unsolved. If the problem is too simple and uncomplicated, all we have is an illustration which can be read with interest but which leaves little room for creative analysis. For that reason the case should contain a record of misevaluations and breakdowns amenable to analysis with the principles and concepts presented in this activity.

The report should consist of two distinct parts: (1) The description of the problem. The case can represent the everyday kind of mess we can make of our interpersonal communication. In this way you can deal with something you may know about firsthand. This first section is an objective report. Try to minimize personal judgments and inferences. Write only a description of events: what happened to whom, when and where. It may be written as a narrative or a dialogue or any form you wish. (2) The analysis. In this part you will analyze the communication difficulties from the point of view of the behaviors described in this course and text. Include some recommendations about how the behaviors you report could have been improved by applying some of the principles discussed in class.

Activity Name: Effective Telephone Communication Techniques G-9
Unit Objectives 7 and 8

Suggested Use of Activity

This activity is suitable for students of all academic levels

Objectives of Activity

At the end of this activity, students will be able to demonstrate techniques of answering and placing telephone calls.

Facilities or Materials Needed

Answering Guide and Calling Guide handout (also to be used in Activity G-12)

Description of Activity

Use the Answering Guide and Calling Guide as a lecture outline to introduce students to the concept of effective telephone usage. The guides list the correct techniques for using the telephone. Barriers to telephone communication are also indicated.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

An overhead projector could be effectively used during this lecture to highlight points as they are covered. The Answering Guide and Calling Guide handout could be used; however, students would be more likely to focus on one point at a time if the overhead is used. The handout could be used as a study guide.

Suggestions for Evaluation

An evaluation at this point would not be necessary.

Name______________________

ACTIVITY G-9: ANSWERING GUIDE AND CALLING GUIDE

Answering Guide

1. Answer the telephone promptly.
2. Speak clearly and distinctly.
3. Answer with a message which includes your identification.
4. Hold, transfer or screen calls politely, properly and promptly.
5. Sound positive and interested.
6. Get pertinent information as it is given--take notes.
7. Repeat major ideas to make sure you have correct information.
8. Tell the caller specifically what is going to happen if you must leave the phone for a brief time.
9. Indicate what expected follow-up will be.
10. Use a suitable closing remark to indicate that call has come to an end.

Calling Guide

1. Plan your call--make a checklist of the ideas you want to convey.
2. Have all needed information within reach so that you will not have to leave the phone.
3. Identify yourself and the purpose of the call in brief, clear statements.
4. Talk in terms the other person can understand.
5. Use a rate of speech that can be easily understood.
6. Ask for a repeat of information if you think you do not understand.
7. Be courteous.

Activity Name: Telephone Communication G-10
Guest Speaker
Unit Objectives 7 and 8

Suggested Use of Activity

This activity is suitable for students of all academic levels

Objectives of Activity

At the end of this activity, students will able to fully understand techniques of answering and placing phone calls.

Facilities or Materials Needed

None

Description of Activity

Request a representative from the local telephone company to visit the classroom. "Effective Telephone Communication Techniques" would be an appropriate presentation topic.

Suggested Length of Activity

A 40-minute lecture; 10-minute question-answer period

Suggestions for Teacher

Have students prepare questions in advance to ask the representative. Have the students take notes during the presentation.

Suggestions for Evaluation

An evaluation would not be necessary at this point. During the next class period, pursue a discussion based on the students' notes.

Activity Name: Interviewing Lecture G-11
Unit Objectives 9 and 10

Suggested Use of Activity

Suitable for students of all academic levels

Objectives of Activity

At the end of this activity, students will be able to prepare for the interview process.

Facilities or Materials Needed

Interviewing Lecture Outline (also to be used in Activities G-13, G-14, G-15)

Description of Activity

This interviewing lecture introduces students to the concept of interviewing. The Interviewing Lecture Outline provided indicates the main topics to be covered.

Suggested Length of Activity

Two to three 50-minute class periods, dependent upon clarifications and understanding

Suggestions for Teacher

Students should be required to take notes during the lecture. This will improve listening skills and will reinforce concepts.

Following the lecture, a handout of the lecture outline would be a useful learning tool for the students.

Suggestions for Evaluation

Students' notes should be collected. Teachers should write brief comments on the assignments. Credit should be given to indicate that the assignment was satisfactorily completed.

NAME____________________

ACTIVITY G-11: INTERVIEWING LECTURE OUTLINE

I. Types of Interviews
    A. Informational
        1. Information-seeking
        2. Information-giving
    B. Persuasive
    C. Selection
    D. Problem-Solving
        1. Appraisal
        2. Correcting/counseling
        3. Grievance
        4. Exit

II. Guide for Interviewer in Conducting an Interview
    A. Introduction
        1. Define purpose
        2. List topics and order of discussion
    B. Body
        1. Interview control decision
            a. Interviewer controlled
            b. Interviewee controlled
            c. Semi-controlled
        2. Identify topic(s)
        3. State questions
        4. List probes and follow-up questions
    C. Conclusion
        1. Transitional to conclude interview
        2. Brief summary
        3. Expression of thanks

III. Guide for Interviewee in Planning for a Selection (Job) Interview
    A. Analyze Yourself
        1. Identify your skills
        2. Recognize personal attributes
    B. Research the Profession
    C. Research the Organization that Seeks Employees
    D. Prepare Your Credentials
        1. Develop personal data sheet
        2. Think of responses to anticipated questions
    E. Assemble Written Documents
        1. Transcripts
        2. Letters of recommendation
    F. Plan Appropriate Behavior in Interview
        1. Develop a positive attitude
        2. Be prepared to ask questions
        3. Conform to good grooming standard

Activity Name: Interview
Guest Speaker
Unit Objective 10

G-12

Suggested Use of Activity

This activity is suitable for students of all academic levels

Objectives of Activity

At the end of this activity, students will be able to more fully understand and to prepare for the interview process.

Facilities or Materials Needed

Check with guest speaker to develop a checklist

Description of Activity

Invite a person who conducts job interviews for a local business organization to visit your class. Ask the presenter to focus on the characteristics and communication skills that are sought from a job applicant. Ask the students to prepare questions in advance for the presenter.

Suggested Length of Activity

A 50-minute class period

Suggestions for Teacher

This activity could be conducted using a press conference format.

Suggestions for Evaluation

An evaluation at this point would not be necessary.

Activity Name: Interview
Information-Seeking Interview
Unit Objective 9
G-13

Suggested Use of Activity

This activity is suitable for students of all academic levels

Objectives of Activity

At the end of this activity, students will be knowledgeable about the interview experience.

Facilities or Materials Needed

Interviewing Lecture Outline from Activity G-11 (will be referring to part 2 of outline)

Description of Activity

Students are to select an individual who is involved in the specific occupation that they wish to pursue. An appointment to interview the person must be made. The purpose of the interview is to find out as much about the job as possible. Students should prepare in advance a list of questions that will be used during the interview. Students will make an oral report to the class regarding the questions used during the interview, the results of the interview, and the perceptions of the interview process.

Suggested Length of Activity

Two to three weeks' time should be allowed for the students to arrange and conduct interviews. Oral reports will take one to two days, dependent upon class size.

Suggestions for Teacher

A brief lecture on how to phrase interview questions is suggested so that the interviewer can get the most from the interview. The teacher should stress preplanning the interview structure to maximize use of time given for the interview.

Suggestions for Evaluation

Students can be evaluated on the preplanning report and on the results of the interview based on the report. Students should point out the strengths and weaknesses of their original questionnaires. If the interview were to be done over, what would be changed and why?

Activity Name: Interview G-14
Selection Interview Experiences
Unit Objective 10

Suggested Use of Activity

Suitable for students of all academic levels

Objectives of Activity

At the end of this activity, students will understand the interviewing process through shared experiences.

Facilities or Materials Needed

Guide for Discussing Job Interview handout
Interviewing Lecture Outline from Activity G-11 (will be referring to parts 2 and 3 of outline)

Description of Activity

If any students in the class have been interviewed for a job (even if a summer job), have them orally report to the class the procedure that was followed during the interview. What seemed most important to the interviewer? What were the main topics covered during the interview? Were the questions asked easy or difficult to answer? Did the students feel comfortable or uncomfortable during the interview, and why? Have students give recommendations or helpful hints for successful interviews based on their experiences.

Suggested Length of Activity

One to two 50-minute class periods should be allowed, dependent upon number of students who have been interviewed.

Suggestions for Teacher

If no students have had interview experiences, the teacher should share his or her own experiences, plus previous students' experiences.

Suggestions for Evaluation

No formal evaluation is necessary for this activity.

Name________________________

ACTIVITY G-14: GUIDE FOR DISCUSSING JOB INTERVIEW SUGGESTED QUESTIONS

1. Did the interview follow the recommended format?
2. What seemed most important to the interviewer?
3. What were the main topics covered during the interview?
4. Were the questions asked easy or difficult to answer?
5. Did the students feel comfortable of uncomfortable during the interview, and why?

Activity Name: Interview G-15
Preparation for a Job Interview
Unit Objective 10

Suggested Use of Activity

This activity is suitable for students of all academic levels

Objectives of Activity

At the end of this activity, students will be able to prepare a resume.

Facilities or Materials Needed

Interviewing Lecture Outline from Activity G-11 (will be referring to part 3 of outline)

Description of Activity

Request students to think about their anticipated career opportunities. Students should describe the steps they would take in preparing for a future job opening, including preparing a personal data sheet.

Suggested Length of Activity

Two to three 50-minute periods, dependent upon class progress

Suggestions for Teacher

Reference books could be made available for the students. The *Encyclopedia of Associations*, *Dictionary of Occupational Titles* and *Occupational Outlook Handbook* are good examples. Typing texts usually have good examples of personal data sheets.

Suggestions for Evaluation

This evaluation should be in the form of a written report. The information could be shared with the class--especially the job titles, job descriptions and personal data sheets.

Activity Name: Interview G-16
Using the Dictionary of Occupational Titles
Unit Objective 11

Suggested Use of Activity

Suitable for students of all academic levels

Objectives of Activity

At the end of this activity students will be able to understand temperament as it relates to work situations.

Facilities or Materials Needed

Copies of the Dictionary of Occupational Titles

Description of Activity

This activity will be used to assist students in thinking about and understanding temperament as it relates to work situations. The class can, through discussion, draw composite pictures of workers. For example, what temperament would a person have who worked in

1. Situations involving a variety of duties often characterized by frequent change?
2. Situations involving doing tasks only under specific instructions and allowing little or no room for independent action or judgment?
3. Situations involving the direction, control and planning of an entire activity or the activities of others?
4. Situations involving working alone or in physical isolation from others, although the activity may be integrated with that of others?

The teacher can prompt further discussion that will lead to the students' formulation of answers to such questions as

1. Would I want this work choice if I were in the place of others in the work situation I am studying?
2. Would this work choice be appropriate for me to make in other similar work situations?
3. Will this work choice contribute to my overall well-being as well as the organization of which I might be a part?
4. Would this work choice be an appropriate one for everyone?
5. Would I be happy with this work choice in the short term? Would I be happy in the long term?

Suggestions for Teacher

The teacher will have to lead a discussion on the idea of temperament. Then an orientation to the Dictionary of Occupational Titles will have to be provided. The students should pick an occupation that is currently of interest to them.

Suggestions for Evaluation

This evaluation should be in the form of a written report that provides answers to the above questions as well as others that might be included.

Activity Name: Interview G-17
Job Interview Role-Playing
Unit Objective 10

Suggested Use of Activity

Suitable for students of all academic levels

Objectives of Activity

At the end of this activity, students will have had an opportunity to practice and critique the interview process.

Facilities and Materials Needed

Videotape equipment
Suggested Interview Format handout
Interview Critique handout

Description of Activity

During class, pairs of students will be asked to role-play interviews. One student will take the role of the interviewer; the other, the interviewee. The interview may be portrayed using effective or poor techniques. Each interview may be video taped.

Each presentation should last approximately seven to ten minutes. At the conclusion of each interview, the class should briefly discuss the role-playing exercise. A suggested interview format is attached.

Suggested Length of Activity

Three interviews per 50-minute class period

Suggestions for Teacher

Set up the mock interview situation with students in advance so that thought and communication can take place prior to the interview. Partners and job openings should be decided. Before the presentation, give the students a few minutes for last-minute preparations.

Suggestions for Evaluation

Ask students to critique the role-playing exercise while watching a videotape playback. Students should be encouraged to recognize their own strengths and weaknesses as much as possible.

Name____________________

ACTIVITY G-17: SUGGESTED INTERVIEW FORMAT

Instructions for the Interviewer

1. Give the general impression that many prospective employees exist.

2. Invite the person to sit down.

3. Ask some personal questions (but not too personal).

4. Ask about his/her education:
    where he/she went to school?
    grades?
    best subject and teacher?
    leadership role in any extra-curricular activities?

5. Ask about previous job, if any:
    what specifically was involved in the last job?
    why he/she left the job?
    what was the ending salary?

6. Ask what he/she could do to improve or help the company:
    improvements to be made?
    introduce new practices?

7. Ask about desired salary.

8. At the end of the interview, after gathering pertinent information from the prospective employee, show him/her out of the office politely and say he/she will be contacted later.

Name______________________

ACTIVITY G-17: SUGGESTED INTERVIEW FORMAT
(Continued)

Instructions for the Interviewee

1. Answer all questions as honestly as possible.
2. If the questions are not clear, ask for clarifications.
3. Make previous experiences and schooling relate to the desired job.
4. Volunteer any new personal information not included on the data sheet.
5. Pin employers down on what salary will be paid. If salary is thought to be low, say so; then say what salary would be acceptable.
6. Be sure you know what the expected duties will be. Also ask about any fringe benefits, health insurance, retirement, sick leave, etc.
7. Give the impression of sincerely wanting the job but that other offers are being considered as well.
8. Thank the employer for the interview.

NAME_______________

ACTIVITY G-17: INTERVIEW CRITIQUE

Below is the suggested interview format given to the interviewer. You are to critique the interviewer you observed. Write comments on this sheet about the interviewer's performance for each of the eight points.

1. Give the general impression that many prospective employees exist.

2. Invite the person to sit down.

3. Ask some personal questions (but not too personal).

4. Ask about his/her education:
   - where he/she went to school?
   - grades?
   - best subject and teacher?
   - leadership role in any extra-curricular activities?

5. Ask about previous job, if any:
   - what specifically was involved in the last job?
   - why he/she left the job?
   - what was the ending salary?

6. Ask what he/she could do to improve or help the company:
   - improvements to be made?
   - introduce new practices?

7. Ask about desired salary.

8. At the end of the interview, after gathering pertinent information from the prospective employee, show him/her out of the office politely and say he/she will be contacted later.

NAME________________

ACTIVITY G-17: INTERVIEW CRITIQUE
(Continued)

Below is the suggested interview format given to the interviewee. You are to critique the interviewee you observed. Write comments on this sheet about the interviewee's performance for each of the eight points.

1. Answer all questions as honestly as possible.
2. If the questions are not clear, ask for clarifications.
3. Make previous experiences and schooling relate to the desired job.
4. Volunteer any new personal information not included on the data sheet.
5. Pin employers down on what salary will be paid. If salary is thought to be low, say so; then say what salary would be acceptable.
6. Be sure you know what the expected duties will be. Also ask about any fringe benefits, health insurance, retirement, sick leave, etc.
7. Give the impression of sincerely wanting the job but that other offers are being considered as well.
8. Thank the employer for the interview.

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APPENDIX A

INTEGRATION OF INSTRUCTIONAL ACTIVITIES TO STATE LEARNING GOALS

Public Act 84-126, effective August 1, 1985, amended The School Code of Illinois to include, for the first time in the state's history, a definition of schooling and a requirement that the goals of learning be identified and assessed. Specifically the law requires:

- The State Board of Education must establish goals consistent with the primary purposes of schooling.
- Local school districts must establish student learning objectives which are consistent with the primary purposes of schooling and which meet or exceed goals established by the State Board.
- School districts must also establish local goals for excellence in education.
- The State Board must establish assessment procedures for local school districts.
- Local school districts must assess student learning to determine the degree to which local goals and objectives are being met.
- School districts must develop plans for improvement in those areas where local goals and objectives are not being met.
- School districts must report the learning assessment goals, assessment results, and corrective actions.
- The State Board must approve local school district objectives, assessment systems, plans for improvement, and public reporting procedures.*

The purpose of this document is to assist teachers, administrators, and State Board staff in developing curriculum which assists students in meeting the primary purposes of schooling. The six primary purposes of schooling include language arts, mathematics, social sciences, biological and physical sciences, fine arts, and physical development and health. Each of these purposes have several state goals for learning. The material which follows lists objectives for curriculum guide activities which facilitate the meeting of state goals for learning under the six primary purposes of schooling. This material can and should be used to indicate how a course utilizing these curriculum materials fits into the six primary purposes of schooling.

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* Taken directly from State Goals for Learning and Sample Learning Objectives, Illinois State Board of Education, Department of School Improvement Services, Springfield, Illinois.

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 1: Students will be able to read, comprehend, interpret, evaluate, and use written materials.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Read and interpret a communications model.**	A-3
Develop an understanding of how to interpret minutes of a meeting.*	B-7
Develop an understanding of nonverbal communications and its components by reading text material.*	C-1

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 2: Students will be able to listen critically and analytically.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Listen during a discussion of the meaning of communication.*	A-1
Listen during a lecture concerning three models of communications.*	A-2
Listen during a lecture describing the components of a two-way communication model.*	A-3
Interpret oral directions so that problems can be resolved.**	A-1 A-4
Particpate in a class discussion of barriers to communications.*	A-5
Recognize listening strengths and weaknesses as they relate to personal listening improvement plan.**	B-1
Understand the importance of active vs. passive listening.*	B-2 B-3
Realize the importance of concentrating when listening.*	B-3
Devise a system to remember names after being introduced to a person.**	B-4
Accurately listen and record telephone messsages.*	B-5
Listen for cue words in an oral presentation.*	B-6
Identify the purposes and main ideas of an oral presentation.*	B-6
Listen to a meeting and record accurate and complete minutes.**	B-7
Develop ability to accurately listen to and record numbers.*	B-8

1. LEARNING AREA: LANGUAGE ARTS	
2. STATE GOAL FOR LEARNING 2: Students will be able to listen critically and analytically.	
3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Develop ability to listen effectively.**	B-9 B-11
Develop an appreciation for the art of listening.*	B-9
Understand the importance of listening in business situations.*	B-9
Develop ability to listen effectively despite distractions.**	B-10
Listen during a discussion about nonverbal communication situations that takes place in students lives.**	C-6
Listen to and critique a speaker's nonverbal cues.**	C-7

1. **LEARNING AREA:**

LANGUAGE ARTS

2. **STATE GOAL FOR LEARNING 3:** Students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

3. LEARNING OBJECTIVES BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Describe in writing the communications process.**	A-3
Develop a personal listening improvement plan.**	B-1
Prepare an outline for a presentation.*	B-6
Record accurate and complete minutes.**	B-7
Explain in writing how messages can be conveyed by nonverbal means.**	C-1
Describe in writing the nonverbal impression which places emit.**	C-5
Analyze positive and negative effects of nonverbal messages in TV commercials.**	C-9

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 4: Students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Participate in class activities in which students ask pertinent questions to solve problems.**	A-1 A-4
Particiapate in a discussion of the meaning of communication.*	A-1
Particpate in a class discussion of barriers to communications.*	A-5
Particiapte in a discussion of the importance of active listening.*	B-2
Role-play the introduction and remembering of acquaintances' names.**	B-4
Role-play simulated phone conversations utilizing effective listening skills.**	B-5
Develop and deliver a ten-minute presentation using visual aids.**	B-6
Discuss the consequences that distractions can have on communication.**	B-10
Discuss how nonverbal communication takes place.*	C-1
Discuss the use, meaning and importance of body language.**	C-2 C-3 C-4
Discuss the inferences which can be correctly and incorrectly made about the environment.**	C-5
Discuss the ramifications of nonverbal messages.**	C-6
Discuss a speaker's nonverbal cues.**	C-7
Role-play a job interview which focuses on nonverbal cues.**	C-8

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 6: Students will be able to understand how and why language functions and evolves.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Develop an understanding of the meaning and complexity of communication.*	A-1
Comprehend the limitations and advantages of three models of communication.*	A-2
Identify and describe the components of a two-way communication model.*	A-3
Illustrate the importance of using multiple channels to convey messages and to solicit feedback.**	A-4
Comprehend the consequences of recording numbers inaccurately.*	A-4
Analyze the effect of restricting channels of communication.**	A-5
Evaluate communication feedback.**	A-5
Consider strategies which overcome barriers to effective communication.**	A-5
Understand the manner, method and values involved with the taking of minutes of a meeting.	B-7
Understand the positive and negative effects of nonverbal communication.*	C-1
Realize that body language conveys emotions and how important this is to communication.**	C-2
Demonstrate the use of body language in everyday situations.**	C-3 C-4
Illustrate the influence of the environment on communication.**	C-5
Illustrate nonverbal messages in everyday life.**	C-6
Identify nonverbal cues.*	C-7

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 6: Students will be able to understand how and why language functions and evolves.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Understand and demonstrate the appropriate use of nonverbal communication during an interview.**	C-8
Analyze the importance of nonverbal communication in TV advertisements.**	C-9

1. LEARNING AREA:

SOCIAL SCIENCES

2. STATE GOAL FOR LEARNING 1: Students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Understand the importance of remembering names in the business relations.**	B-4
Understand the importance of listening in business situations.*	B-9
Analyze the importance of nonverbal communication in TV advertisements as it relates to business economics.**	C-9

1. LEARNING AREA:

SOCIAL SCIENCES

2. STATE GOAL FOR LEARNING 5: Students will be able to apply the skills and knowledge gained in the social sciences to decision making in life situations.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Assess conflict, make choices relative to competing values, and anticipate results of these choices.**	A-4
Understand the importance of remembering names in business relations.**	B-4
Develop skill in handling a variety of phone conversations using good listening skills.**	B-5
Comprehend the consequences of recording numbers inaccurately.*	B-8
Understand the importance of listening in business situations.*	B-9
Understand the consequences of allowing distractions to affect listening.**	B-10
Understand nonverbal communication in everyday life.*	C-6 C-7
Understand and demonstrate the appropriate use of nonverbal communication during a simulated job interview.**	C-8
Analyze the importance of nonverbal communication in TV advertisements as it relates to decision-making in life situations.**	C-9

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 1: Students will be able to read, comprehend, interpret, evaluate, and use written materials.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Identify the various sections of the newspaper.*	D-1
Read and summarize articles from a newspaper.*	D-1
Locate necessary information from a telephone directory*	D-2
Understand and use the information which is included in the U.S. ZIP code and post office directory.	D-3
Improve ability to proofread documents.**	D-4
Identify the types of information included in a dictionary.*	D-5
Locate words in a dictionary.*	D-5
Locate and read articles in periodicals.*	D-6
Read occupational and career related text material.*	D-7
Read an airline guide.*	D-8
Locate, read and interpret information from business and government publications.**	D-9
Recognize the importance of following written instructions.*	D-10

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 2: Students will be able to listen critically and analytically.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Discuss the importance of following written and oral directions.**	D-10
Discuss rules concerning the use of nouns.*	E-2
Discuss the usage of pronouns.*	E-3
Discuss the usage of verbs.*	E-4
Discuss the usage of adjectives, adverbs and prepositions.*	E-5
Discuss the use of various punctuation marks.*	E-7
Discuss the purpose of various types of correspondence.*	F-1 F-2
Discuss the appropriate and inappropriate use of interoffice memos.**	F-2
Discuss purposes and uses of letters of request.**	F-3
Discuss the purpose and the appropriate use of letters of complaint.**	F-4
Discuss personal attributes employers are looking for in prospective employees.**	F-5
Discuss the variety of jobs available and how to choose a specific job.**	F-5
Discuss the selection of the ideal job.**	F-5

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 3: Students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

3. LEARNING OBJECTIVES BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Summarize articles from a newspaper.*	D-1
Record accurately, information from a ZIP code directory.*	D-3
Summarize the information which is contained in a telephone directory.*	D-2
Summarize information from a current periodical.**	D-6
Summarize information on a selected occupation.**	D-7
Develop a travel plan using an airline guide.**	D-8
Report on information found in business and government publications.**	D-9
Understand the difference between a phrase, clause and sentence.*	E-1
Identify dependent and independent clauses.*	E-1
Recognize a sentence fragment and correct it.*	E-1
Identify characteristics of nouns.*	E-2
Distinguish between nouns and other parts of speech.*	E-2
Correctly form plural and possessive nouns.*	E-2
Identify the usage of a noun in a sentence in terms of its case.*	E-2
Identify the basic characteristics of a pronoun.*	E-3
Distinguish a pronoun from other parts of speech.*	E-3
Identify the case and correct usage of pronouns.*	E-3
Recognize a pronoun's antecedent.*	E-3

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 3: Students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

3. LEARNING OBJECTIVES BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Correctly use a pronoun so that agreement with the antecedent is achieved.*	E-3
Identify verbs and verb tenses.*	E-4
Distinguish verbs from other parts of speech.*	E-4
Distinguish between regular and irregular verbs, and between transitive and intransitive verbs.*	E-4
Use correct verb form.*	E-4
Apply rules of correct subject-verb agreement.*	E-4
Understand the purposes of adjectives, adverbs and prepositions.*	E-5
Identify adjectives, adverbs and prepositions.*	E-5
Identify characteristics of adjectives, adverbs and prepositions.*	E-5
Use adjectives, adverbs and prepositions correctly.*	E-5
Understand situations which require a comma.*	E-6
Use commas correctly in a series, clauses, and adjectives with "and" omitted.*	E-6
Use commas correctly to set off parenthetical expressions, words in apposition.	E-6
Identify when punctuation marks are needed.*	E-7
Use punctuation marks correctly.*	E-7
Spell correctly words which are commonly misspelled.*	E-8

1. **LEARNING AREA:**

LANGUAGE ARTS

2. **STATE GOAL FOR LEARNING 3:** Students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.

3. LEARNING OBJECTIVES BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Utilize a dictionary to discover meanings of words.*	E-8
Compose an appropriate social note.*	F-1
Compose and properly format a personal business letter.*	F-1
Compose and properly format a business letter.*	F-1
Understand the differences of audience, content, format and writing style in various forms of correspondence.**	F-1 F-2
Compose and properly format simple and complex interoffice memos.*	F-2
Understand the purpose and format for routine letters of request.*	F-3
Write a statement of goodwill.*	F-3
Compose and properly format a letter of request.*	F-3
Understand the purpose, content and format for a letter of complaint.*	F-4
Compose and correctly format an appropriate letter of complaint.*	F-4
Understand the organizational pattern of a letter of application, letter of reference and resume.*	F-5
Compose and correctly format a letter of reference, an application and a resume.*	F-5
Complete an application form correctly.*	F-5
Respond in writing to situations focusing on work values.*	F-6

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 4: Students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Summarize articles from a newspaper.*	D-1
Report on a selected occupation.**	D-7
Report on information found in business and government publications.**	D-9
Discuss the importance of following written and oral directions.**	D-10
Discuss rules concerning the use of nouns.*	E-2
Discuss the usage of pronouns.*	E-3
Discuss the usage of verbs.*	E-4
Discuss the usage of adjectives, adverbs, and prepositions.*	E-5
Discuss the use of various punctuation marks.*	E-7
Discuss the purpose of various types of correspondence.*	F-1 F-2
Discuss the appropriate and inappropriate use of interoffice memos.**	F-2
Discuss the purpose and use of a letter of request.**	F-3
Discuss the purpose and appropriate use of letters of complaint.**	F-4
Discuss the variety of jobs available and how to choose a specific job.**	F-5 F-6

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 6: Students will be able to understand how and why language functions and evolves.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Identify and use standard proofreaders' marks.**	D-4
Understand the difference between a phrase, clause and sentence.*	E-1
Identify dependent and independent clauses.*	E-1
Recognize and correct a sentence fragment.*	E-1
Identify characteristics of nouns.*	E-2
Distinguish between nouns and other parts of speech.*	E-2
Correctly form plural and possessive nouns.*	E-2
Identify the usage of a noun in a sentence in terms of its case.*	E-2
Identify the basic characteristics of a pronoun.*	E-3
Distinguish a pronoun from other parts of speech.*	E-3
Identify the case and correct usage of a pronoun.*	E-3
Recognize a pronoun's antecedent.*	E-3
Correctly use a pronoun so that agreement with the antecedent is achieved.*	E-3
Identify verbs and verb tenses.*	E-4
Distinguish verbs from other parts of speech.*	E-4
Distinguish between regular and irregular verbs, and between transitive and intransitive verbs.*	E-4
Use correct verb form.*	E-4
Apply rules of correct subject-verb agreement.*	E-4
Distinguish verbs from other parts of speech.*	E-4

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 6: Students will be able to understand how and why language functions and evolves.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Understand the purposes of adjectives, adverbs and prepositions.*	E-5
Identify adjectives, adverbs and prepositions.*	E-5
Identify characteristics of adjectives, adverbs and prepositions.*	E-5
Use adjectives, adverbs and prepositions correctly.*	E-5
Understand situations which require a comma.*	E-6
Use commas correctly in a series, clauses and adjectives with "and" omitted.*	E-6
Use commas correctly to set off parenthetical expressions, words in apposition and nonrestrictive clauses.*	E-6
Identify when punctuation marks are needed.*	E-7
Use correct punctuation marks.*	E-7
Correctly spell words which are commonly misspelled.*	E-8
Utilize a dictionary to discover meanings of words.*	E-8

1. LEARNING AREA:

SOCIAL SCIENCES

2. STATE GOAL FOR LEARNING 1: Students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Locate and interpret information found in business and government publications.**	D-9
Discuss personal attributes employers in our economic system are looking for in prospective employees.**	F-5
Develop a basis for understanding the world of work.**	F-6
Recognize that every work situation is less than ideal but some are more acceptable than others.**	F-6

1. LEARNING AREA:

SOCIAL SCIENCES

2. STATE GOAL FOR LEARNING 4: Students will be able to demonstrate a knowledge of world geography with emphasis on the United States.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Recognize and analyze the different time zones.*	D-8

1. LEARNING AREA:

SOCIAL SCIENCES

2. STATE GOAL FOR LEARNING 5: Students will be able to apply the skills and knowledge gained in the social sciences to decision making in life situations.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Explain how current events may affect students' lives and daily business activities.**	D-1
Locate and understand the information which is included in a telephone directory.*	D-2
Locate and use the information which is included in the U.S. ZIP code and post office directory.	D-3
Understand the importance of proofreading documents.*	D-4
Demonstrate an ability to use the dictionary.*	D-5
Analyze and critique articles from a current periodical.**	D-6
Analyze career information from published materials.**	D-7
Develop a travel plan using an airline guide.**	D-8
Locate and use information found in business and government publications.**	D-9
Understand the importance of following directions.*	D-10
Discuss personal attributes employers are looking for in prospective employees.**	F-5
Develop a clear understanding of the world of work.**	F-6
Recognize that every work situation is less than ideal while some are more acceptable than others.**	F-6
Plan future occupational goals.**	F-6

1. LEARNING AREA: LANGUAGE ARTS	
2. STATE GOAL FOR LEARNING 1: Students will be able to read, comprehend, interpret, evaluate, and use written materials.	
3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Read and analyze a case problem related to acting and reacting to others.**	G-4

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 2: Students will be able to listen critically and analytically.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Listen and take notes during a lecture covering concepts related to listening and communications.*	G-1
Understand two-way communication, coding, decoding, hearing, active listening, nonverbal communication, feedback, and barriers to effective communications.*	G-1
Recognize barriers to effective communications.*	G-2
Discuss the differences between one-way and two-way communications.**	G-3 G-5
Listen during a discussion of how people act and react to others.*	G-4
Determine how words affect encoding.*	G-6
Discuss differences between hearing and listening.*	G-6
Understand and demonstrate effective telephone communication techniques.**	G-9 G-10
Take notes during a lecture on preparing for a job interview.*	G-11 G-12
Conduct an interview.**	G-13
Discussion of the interviewing process.*	G-14
Practice, critique and discuss a role-played interview session.**	G-17

1. LEARNING AREA: LANGUAGE ARTS	
2. STATE GOAL FOR LEARNING 3: Students will be able to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.	
3. LEARNING OBJECTIVES BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Report on recent problems with interpersonal communication.*	G-8
Prepare an appropriate and error-free resume.**	G-15

1. LEARNING AREA:

LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 4: Students will be able to use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Recognize barriers to effective communications.*	G-2
Explain how feedback can prevent misinterpretation of a message.*	G-2
Discuss how message distortion can be prevented.*	G-2
Discuss the differences between one-way and two-way communications.**	G-3 G-5
Discuss how people should act and react to others.*	G-4
Discuss differences between hearing and listening.*	G-6
Discuss the impact of proxemics on communication.*	G-7
Report on recent problems with interpersonal communication.*	G-8
Understand and demonstrate effective telephone communication techniques.**	G-9 G-10
Report on the information gathered from an interview.**	G-13
Discuss the place for temperament in the workplace.*	G-16
Practice, critique and discuss a role-played interview session.**	G-17

1. LEARNING AREA:
LANGUAGE ARTS

2. STATE GOAL FOR LEARNING 6: Students will be able to understand how and why language functions and evolves.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Understand two-way communication, coding, decoding, hearing, active listening, nonverbal communication, feedback and barriers to effective communications.*	G-1
Explain how feedback can prevent misinterpretation of a message.*	G-2
Discuss how message distortion can be prevented.*	G-2
Identify the fundamental differences between one-way and two-way communication.**	G-3 G-5
Determine how words affect encoding.*	G-6
Discuss differences between hearing and listening.*	G-6
Discuss the impact of proxemics on communication.*	G-7
Understand barriers to effective communication.*	G-8
Understand the interview process.*	G-11 G-12 G-13 G-14

1. LEARNING AREA: SOCIAL SCIENCES	
2. STATE GOAL FOR LEARNING 1: Students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.	
3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Prepare effectively for a job interview.**	G-11 G-12
Understand the interview process.*	G-14
Prepare an appropriate and error-free resume.**	G-15
Understand the role of temperament in work settings.*	G-16
Practice, critique and discuss a role-played interview session.**	G-17

1. LEARNING AREA:

SOCIAL SCIENCES

2. STATE GOAL FOR LEARNING 5: Students will be able to apply the skills and knowledge gained in the social sciences to decision making in life situations.

3. LEARNING OBJECTIVES: BY THE END OF GRADE 8* AND/OR 11** STUDENTS WILL BE ABLE TO:	4. LEARNING ACTIVITY REFERENCE: UNIT AND ACTIVITY #
Prepare effectively for a job interview.**	G-11 G-12
Conduct an interview with someone who is currently employed.**	G-13
Understand the interview process.*	G-14
Prepare an appropriate and error-free resume.**	G-15
Understand the role of temperament in work settings.*	G-16
Practice, critique and discuss a role-played interview session.**	G-17

APPENDIX B

CROSSWALK OF INSTRUCTIONAL ACTIVITIES TO GENERALIZABLE SKILLS, TRANSITION SKILLS, VOCATIONAL ETHICS SKILLS AND STATE LEARNING GOALS

The Illinois education reform legislation passed in 1985 and amended in 1986 defined the primary purpose of schooling as a "transmission of knowledge and culture through which children learn in areas necessary to their continuing development, including use of alternative educational delivery systems such as opportunities for employment."*

School districts and the State Board of Education have the opportunity to work together to achieve this purpose through the implementation of the Learning Goals/Assessment Program. The program is designed so that schools will have plans in place for assessing, reporting on and improving the performance of students in grades 3, 6, 8 and 11 in relation to six selected areas of learning (Language Arts, Mathematics, Biological and Physical Science, Social Sciences, Physical Development and Health, and Fine Arts. A set of State Goals for Learning for these fundamental areas is available from the State Board of Education.

A major responsibility for the local school districts regarding this activity is to develop and submit for approval a Learning Assessment Plan (LAP) under the State Goals in each of the six fundamental areas of learning. Local districts are to show how their district curriculum is consistent with the State Goals by listing district learning objectives under the State Goals for Learning in the Learning Assessment Plan.

The purpose of this appendix is to assist teachers, administrators and State Board staff in developing curricula which assist students in meeting the primary purposes of schooling. Three classes of skills (generalizable, transition and vocational ethics) are considered very important in the development of orientation level curricula and teaching strategy. The following material provides a crosswalk of instructional activities to these skills. The material is intended to be used to indicate how a course using this curriculum material contributes to the six primary purposes of schooling.

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* Taken from Illinois Association of School Boards (1988). The School Code of Illinois and Related Law. St. Paul: West Publishing Co. Section 27-1. p. 212.

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
A-1	R,C,I	P	I	LA: 2,4,6 MA: SS:
A-2	R,C			LA: 2,6 MA: SS:
A-3	R,C			LA: 2,6 MA: SS:
A-4	R,C,I	C,P	E,I	LA: 2,6 MA: SS: 5
A-5	R,C,I	P	I	LA: 2,4,6 MA: SS:
B-1	R,C	P		LA: 2,3 MA: SS:
B-2	R,C,I		I	LA: 2,4 MA: SS:
B-3	R,C			LA: 2 MA: SS:
B-4	R,C,I	C,P	I	LA: 2,4 MA: SS: 1,5
B-5	R,C,I	C,P	I	LA: 2,4 MA: SS: 5

KEY: GENERALIZABLE SKILLS
R - Reasoning
C - Communications
M - Math
I - Interaction
A - Attitudinal
T - Technology

TRANSITION SKILLS
C - Change in work
S - Dealing with stress
P - Problem solving

VOCATIONAL ETHICS SKILLS
E - Ethical reasoning
I - Interpersonal

STATE LEARNING GOAL AREAS
LA - Language Arts; MA - Math; SS - Social Science; BP - Biological & Physical Sciences; PH - Physical Development & Health

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
B-6	R,C,I,A		I	LA: 2,4 MA: SS:
B-7	R,C	P		LA: 1,2,3,6 MA: SS:
B-8	R,C			LA: 2,4 MA: 1 SS: 5
B-9	R,C,A	C		LA: 2 MA: SS: 1,5
B-10	R,C,I	C,P	I	LA: 2,4 MA: SS: 5
B-11	R,C			LA: 2 MA: SS:
C-1	R,C,I		I	LA: 1,3,4,6 MA: SS:
C-2	R,C,I		I	LA: 4,6 MA: SS:
C-3	R,C,I		I	LA: 4,6 MA: SS:
C-4	R,C,I		I	LA: 4,6 MA: SS:
C-5	R,C,I		I	LA: 3,4,6 MA: SS:
C-6	R,C,I	C,P	E,I	LA: 2,4,6 MA: SS: 5

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
C-7	R,C,I		I	LA: 2,4,6 MA: SS: 5
C-8	R,C,I,A	C,S,P	E,I	LA: 4,6 MA: SS: 5
C-9	R,C			LA: 3,6 MA: SS: 1

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
D-1	R,C			LA: 1,3,4 MA: SS: 5
D-2	R,C	P		LA: 1,3 MA: SS: 5
D-3	R,C	P		LA: 1, 3 MA: SS: 5
D-4	R,C	C,P		LA: 1,6 MA: SS: 5
D-5	R,C	C,P		LA: 1 MA: SS: 5
D-6	R,C	C,P		LA: 1,3 MA: SS: 5
D-7	R,C	C,P		LA: 1,3,4 MA: SS: 5
D-8	R,C	C,P		LA: 1,3 MA: SS: 4,5
D-9	R,C	C,P		LA: 1,3,4 MA: SS: 1,5
D-10	R,C,I	C	I	LA: 1,2,4 MA: SS: 5
E-1	R,C			LA: 3,6 MA: SS:
E-2	R,C,I		I	LA: 2,3,4,6 MA: SS:

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
E-3	R,C,I		I	LA: 2,3,4,6 MA: SS:
E-4	R,C,I		I	LA: 2,3,4,6 MA: SS:
E-5	R,C,I		I	LA: 2,3,4,6 MA: SS:
E-6	R,C			LA: 3,6 MA: SS:
E-7	R,C,I		I	LA: 2,3,4,6 MA: SS:
E-8	R,C	P		LA: 3 MA: SS:
F-1	R,C,I,A	P	I	LA: 2,3,4 MA: SS:
F-2	R,C,I,A	P	E,I	LA: 2,3,4 MA: SS:
F-3	R,C,I,A		E,I	LA: 2,3,4 MA: SS:
F-4	R,C,I,A		E,I	LA: 2,3,4 MA: SS:
F-5	R,C,I,A		E,I	LA: 3,4 MA: SS: 1,5
F-6	R,C,I,A	C,P	E,I	LA: 2,4 MA: SS: 1,5

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
G-1	R,C			LA: 2,6 MA: SS:
G-2	R,C,I	P	I	LA: 2,4 MA: SS:
G-3	R,C,I	P	I	LA: 2,4,6 MA: SS:
G-4	R,C,I,A	C,P	E,I	LA: 1,2,4 MA: SS:
G-5	R,C,I,A	P	E,I	LA: 2,4,6 MA: SS:
G-6	R,C,I,A			LA: 2,4,6 MA: SS:
G-7	R,C,I,A	S	I	LA: 4,6 MA: SS:
G-8	R,C,I	C,P	I	LA: 3,4,6 MA: SS:
G-9	R,C,I,A		I	LA: 2,4 MA: SS:
G-10	R,C,I,A		I	LA: 2,4 MA: SS:
G-11	R,C,I,A		I	LA: 2,6 MA: SS: 1,5
G-12	R,C,I,A		I	LA: 2,6 MA: SS: 1,5

ACTIVITY NUMBER	GENERALIZABLE SKILLS	TRANSITION SKILLS	VOCATIONAL ETHICS SKILLS	STATE LEARNING GOALS
G-13	R,C,I,A		I	LA: 2,4,6 MA: SS: 5
G-14	R,C,I,A		I	LA: 2,6 MA: SS: 1,5
G-15	R,C	C		LA: 3 MA: SS: 1,5
G-16	R,C,I,A	C	E,I	LA: 2,4 MA: SS: 1,5
G-17	R,C,I,A	C	E,I	LA: 2,4 MA: SS: 1,5

APPENDIX C

AN INTEGRATED ORGANIZATION OF INSTRUCTIONAL ACTIVITIES FOR THE BUSINESS AND TECHNOLOGY CONCEPTS COURSE WHICH INCLUDES BUSINESS COMMUNICATIONS AND BUSINESS COMPUTATIONS

The Business and Technology Concepts course, which includes concepts in business, marketing and management, business communications and business computations, provides classroom activities for students at an orientation level, typically grades 9 and 10. The learning activities in the curriculum guide focus on the higher cognitive levels of comprehension, application and analysis. While relating to self-empowerment skills which include transitional, problem-solving and generalizable skills, the activities also include communications, mathematical computations, human relations, vocational-oriented ethical issues, decision making, critical thinking and employability skills. The curriculum guide was not intended to be a total package of delivery for an orientation to business course but rather a resource to assist in delivering instruction. The instructor, therefore, may utilize commercially prepared material developed for the purpose of providing a basis of instruction. The purpose of this matrix is to coordinate the Business and Technology Concepts course with existing introductory business textbooks.

Most orientation to business textbooks commonly cover many topic areas which include some sub-topics. The topics, however, are organized in different sequences in each textbook. To use this matrix, the instructor simply needs to identify the topic area discussed in the textbook's chapter and then locate the topic area or sub-topic area among those listed in the matrix. Listed under the topic or sub-topic heading are the activities that relate to that topic area. The activities are identified by the unit in which they are located and the number of the activity in a manner similar to the following:

TOPIC AREA

- Curriculum Guide
  - Unit in Guide
    - Activity number and name

Each topic area includes activities from the three curriculum guides--Business and Technology Concepts, Business Communications and Business Computations. The list of activities is lengthy and varies in difficulty; therefore, the instructor should be selective in choosing activities. No attempt was made to follow any particular textbook but to provide a listing of activities which relate to each topic area.

This listing of the activities is only one way of coordinating the activities into existing texts leaving endless possiblities for utilization of the materials. Some activities could be used in more than one topic area as the topics many times overlap.

TOPIC: PRODUCTION OF GOODS AND SERVICES AND DECISION MAKING

Business and Technology Concepts Curriculum Guide

Products/Goods and Services

- Business Organization
  - A-18 Product Business Vs. Service Business
  - A-19 Matching Services with Products
- Business Marketing
  - D-4 Identifying Services and Products
  - D-6 Product/Service Life Cycle
- Business Production
  - E-12 Production Guest Speaker

Factors of Production

- Business Production
  - E-1 Factors of Production
  - E-2 Applying the Elements of Production
  - E-3 Products Which Are Examples of Production Concepts

Decision Making Steps

- Business Production
  - E-8 Ethical Situations in Production

Business Communications Curriculum Guide

- Unit A - Theory of Communication
  - A-1 What is Communication?
  - A-2 Three Common Theories of Communication
  - A-3 The Model of Communication
  - A-4 The Tinker Toy Game
  - A-5 Identification of Barriers to Communication and Methods to Employ When Communicating Information

Business Computations Curriculum Guide

- Unit A - Keeping Cash and Checkbook Records
  - A-1 Arithmetic Fact Cards
  - A-2 Timed Calculations
  - A-3 Making Change
- Unit P - Solving Other Business Problems
  - P-2 Chapter/Topic Review Game (This can be used at the end of any topic area as a review vehicle.)
  - P-3 Current Media Usage (This also can be used at the end of any topic area to incorporate current events from various publications.)

TOPIC: THE PROFIT MOTIVE

Business and Technology Concepts Curriculum Guide

- Profit and Profit Motive
  - Business Finance
    - B-13 What To Do with All Those Profits?
    - B-14 Ethical Considerations Concerning Profit Distribution
  - Business Organization
    - A-4 Major Transitions Which Impact the Survival of a Business and the Business Owner's Families
    - A-5 Common Risks in Business
    - A-6 Methods Used to Reduce Risks

Business Communications Curriculum Guide

- Unit B - Listening Skills
  - B-1 Personal Assessment
  - B-2 Concentration
  - B-3 Concentration
  - B-4 System for Remembering Names
  - B-5 Recording Telephone Messages

Business Computations Curriculum Guide

- Unit B - Computing Total Pay
  - B-1 Dividing Decimals
  - B-2 Multiplying Decimals

TOPIC: SUPPLY AND DEMAND

Business and Technology Concepts Curriculum Guide

Supply and Demand
  Business Organization
    A-23 Supply and Demand, GNP, Unemployment and Inflation in Business
    A-24 Economic Decisions in Business

Business Communications Curriculum Guide

  Unit B - Listening Skills
    B-6 Reacting to a Speaker
    B-7 Minutes of Meetings
    B-8 Recording Numbers
    B-9 Following Directions
    B-10 Listening with Distractions Present
    B-11 Effective Listening and Evaluation

Business Computations Curriculum Guide

  Unit B - Computing Total Pay
    B-3 Reading a Time Card
    B-4 Estimating Solutions
    B-5 Calculating Gross Pay from Time Cards

TOPIC: ECONOMIC MEASURES

Business and Technology Concepts Curriculum Guide

Economic Measures and Business Cycles--GNP, per Capita Output, Inflation, Unemployment

- Business Organization
  - A-23 Supply and Demand, GNP, Unemployment and Inflation in Business
  - A-24 Economic Decisions in Business

Business Communications Curriculum Guide

- Unit D - Reading
  - D-1 Reading the Newspaper
  - D-2 Using the Telephone Directory
  - D-3 Using the Five-Digit ZIP Code and Post Office Directory
  - D-4 Proofreading
  - D-5 Using the Dictionary
  - D-6 Locating and Reading Magazine Articles
  - D-10 Following Directions

Business Computations Curriculum Guide

- Unit C - Computing Regular and Overtime Pay
  - C-1 Finding Time and a Half and Double Time Pay
  - C-2 Finding Overtime Pay Using Hours
- Unit D - Computing Net Pay and Commissions
  - D-2 Writing Decimals as Percents and Percents as Decimals
  - D-3 Finding a Percentage
  - D-6 Determining Deductions and Net Pay on the Time Card

TOPIC: MARKETING

Business and Technology Concepts Curriculum Guide

Marketing

- Business Marketing
  - D-1 What is Marketing
  - D-2 The Importance of Marketing
  - D-3 Marketing Functions Applied to a Local Business
  - D-5 How Businesses Benefit from Marketing
  - D-7 Creating New Product Ideas
  - D-8 Identifying New and Improved Products
  - D-9 Marketing Ethics Case Study
  - D-10 Determining Selling Price
  - D-11 Discovering Different Price Strategies
  - D-12 Determining Selling Prices of Products
  - D-13 Price Vs. Value
  - D-14 Identifying Promotional Mix Activities in School Settings
  - D-15 Identifying Advertising Appeals
  - D-16 Creating an Advertisement
  - D-17 Using Suppliers in Fabricating a Product
  - D-23 Interaction with People in Marketing
- Business Production
  - E-6 Forms of Utility
  - E-7 Relating Production to Marketing

Channels of Distribution--Retailers and Wholesalers

- Business Marketing
  - D-19 Identifying Channels of Distribution and Distribution Strategies

Basic Kinds of Businesses

- Business Marketing
  - D-18 Identifying Businesses Specializing in Distribution

Calculating Profit--Difference Between Gross and Net Profit

- Business Finance
  - B-12 Calculating "Lemonade Stand" Profits
- Business Organization
  - A-1 Learning the Concepts of Revenue, Expenses, Gross Profit and Net Profit in a Business
  - A-2 Develop an Income Statement Showing Revenue, Expenses, Gross Profit and Net Profit

TOPIC: MARKETING (Continued)

Business Communications Curriculum Guide

- Unit C - Nonverbal Communication
  - C-1 What is Nonverbal Communication?
  - C-2 Body Language
  - C-3 Body Language
  - C-4 Body Language
  - C-9 Conclusions and Evaluations

Business Computations Curriculum Guide

- Unit F - Selling Merchandise at Retail and Wholesale Levels
  - F-1 Computing Sales Totals
  - F-2 Classifying Discounts
  - F-3 Paying Less by Paying Cash
  - F-4 Saving by Paying Early
  - F-5 Computing Price Discounts
  - F-6 Computing Series Discounts
  - F-7 Class Garage Sale
- Unit G - Selling Goods at the Manufacturing Level
  - G-3 Allocating Factory Overhead
  - G-4 Break-Even Point

TOPIC: FORMS OF BUSINESS OWNERSHIP

Business and Technology Concepts Curriculum Guide

Major Forms of Business Ownership

Business Organization

- A-3 Ethical Issues Which Affect Business Risk
- A-9 Characteristics of Cooperatives and Franchises
- A-10 Characteristics of Proprietorships, Partnerships and Corporations
- A-11 Review of Types of Business Organizations
- A-12 A Student Cooperative
- A-13 Exploring Agricultural Cooperatives
- A-14 Finding Cooperatives in the Real World
- A-15 Identifying Popular Franchishes
- A-16 Exploring the Operations of a Franchise Business
- A-17 Understanding Franchise Contracts

Entrepreneurs

Business Organization

- A-7 The Responsibilities and Duties of an Entrepreneur
- A-8 Applying Entrepreneurship Skills

Business Communications Curriculum Guide

Unit C - Nonverbal Communication

- C-5 Nonverbal Communication in the Physical Environment
- C-6 Using Nonverbal Communications Effectively in Personal Situations
- C-7 Using Nonverbal Communications Effectively in a Public Situation

Business Computations Curriculum Guide

Unit O - Understand Types of Business Organization

- O-1 Partnership Distribution Of Income Case Study
- O-2 Income Distribution Using Ratio and Percentage
- O-3 Income Distribution Using Investment and Salary
- O-4 Receipt of Dividends by a Stockholder
- O-5 Declaration of Dividends by a Corportation

TOPIC: TRADE AND TRANSPORTATION

Business and Technology Concepts Curriculum Guide

- World Trade Using Different Currencies
  - Business Finance
    - B-3 Putting a Value on Various Goods

Business Communications Curriculum Guide

- Unit D - Reading
  - D-8 Using the Official Airline Guide
- Unit G - Speaking Skills
  - G-1 Transmitting Information Face to Face
  - G-2 Message Distortion
  - G-3 Feedback
  - G-4 Unfinished Business

Business Computations Curriculum Guide

- Unit K - Computing Transportation Expenses
  - K-1 Travel Expense Case Study
  - K-2 Computing and Comparing Travel Costs
  - K-3 Computing Average Miles per Gallon for a Fleet of Vehicles
  - K-4 Comparing Repair Costs per Mile on a Fleet of Company Vehicles
  - K-5 Should I Buy the Business Car

TOPIC: COMPUTERS

Business and Technology Concepts Curriculum Guide

- Computers in Business--Robotics
  - Business Production
    - E-4 Characteristics of Robotic Technology in the Production of Goods
    - E-5 Robotics in the Production of Goods
  - Business Administration
    - F-7 Word Processing in the Business Setting
    - F-9 Business Data Processing from Primary and Secondary Sources of Data
    - F-11 Information and Ethical Business Decision Making

Business Communications Curriculum Guide

- Unit G - Speaking Skills
  - G-5 Listening
  - G-6 Listening
  - G-7 Proxemics
  - G-8 Communication Barriers
  - G-9 Effective Telephone Communication Techniques

Business Computations Curriculum Guide

- Unit P - Solving Other Business Problems
  - P-1 Term Wordsearch
- Unit Q - Using Metric Measurement
  - Q-1 Metric Prefix Cards
  - Q-2 Metric Length Measurement
  - Q-3 Metrically Speaking
  - Q-4 Decisions in Metric
  - Q-5 Shopping Assignment
  - Q-6 Converting Lengths Using the Metric System

TOPIC: BANKING

Business and Technology Concepts Curriculum Guide

Banking Services
- Business Finance
  - B-7 Financial Institutions: Banks and Other Institutions
  - B-11 Exploring Banking Services

Checking and Savings Accounts
- Business Finance
  - B-8 Shopping for Saving Accounts

Business Communications Curriculum Guide

- Unit G - Speaking Skills
  - G-10 Telephone Guest Speaker
  - G-11 Interviewing Lecture
  - G-12 Interview Guest Speaker

Business Computations Curriculum Guide

- Unit I - Saving and Investing
  - I-1 Passbook Savings for Everyone
  - I-2 Making the Most from Savings

TOPIC: WRITING AND RECEIVING CHECKS

Business Computations Curriculum Guide

Unit A - Keeping Cash and Checkbook Records
A-5 Endorsement Cases

TOPIC: FEDERAL RESERVE AND CLEARING CHECKS

Business and Technology Concepts Curriculum Guide

- Federal Reserve System
  - Business Finance
    - B-9 The Federal Reserve System and Its Activities
- Clearing Checks
  - Business Finance
    - B-10 Following the Path of a Check

Business Communications Curriculum Guide

- Unit F - Writing
  - F-1 Types of Letters
  - F-2 Memos
  - F-3 Routine Request Letters
  - F-4 Complaint Letters

Business Computations Curriculum Guide

- Unit A - Keeping Cash and Checkbook Records
  - A-4 Bank Reconciliation Case

TOPIC: BUSINESS RECORDS

Business and Technology Concepts Curriculum Guide

Budgets and Records
- Business Finance
  - B-5 Develop an Income Statement Showing Revenue, Expenses, Gross Profit and Net Profit
- Business Administration
  - F-4 Identifying Sources of Data
  - F-5 Data and Business Decision Making
  - F-6 Tranforming Data Into Useful Information
  - F-8 Data to Make Decisions
  - F-10 Collecting Data to Make Decisions

Business Communications Curriculum Guide

- Unit E - Basic Mechanics
  - E-1 Sentence Structure

Business Computations Curriculum Guide

- Unit N - Understanding Business Data
  - N-1 Completing a Balance Sheet
  - N-2 Preparing an Income Statement
  - N-3 Constructing a Bar Graph
  - N-4 Constructing a Pie Graph
  - N-5 Constructing a Line Graph

TOPIC: MONEY

Business and Technology Concepts Curriculum Guide

Money
- Business Finance
  - B-1 What is Money?
  - B-2 The Functions of Money
  - B-4 Making Purchases Without Money

Business Communications Curriculum Guide

- Unit E - Basic Mechanics
  - E-2 Nouns

Business Computations Curriculum Guide

- Unit D - Computing Net Pay and Commissions
  - D-1 Percent Draw Poker
  - D-4 Classroom Imagination in Percentage
  - D-8 Salary Plus Graduated Commission

TOPIC: CREDIT

Business and Technology Concepts Curriculum Guide

Credit
- Business Finance
  - B-17 Three Factors Considered in Acquiring Credit

Business Communications Curriculum Guide

- Unit E - Basic Mechanics
  - E-3 Pronouns

Business Computations Curriculum Guide

- Unit J - Acquiring, Maintaining and Operating Plant and Equipment
  - J-1 Reading Telephone Bills
  - J-2 Reading Electric Meters and Determining Charges per KW Hour
  - J-3 Telephone Misuse Case Study
  - J-4 Comparison of Express and Mail Charges

TOPIC: ACQUIRING CREDIT

Business and Technology Concepts Curriculum Guide

Acquiring Credit
  Business Finance
    B-16 How Businesses Acquire Credit for Operations

Business Communications Curriculum Guide

  Unit E - Basic Mechanics
    E-4 Verbs

Business Computations Curriculum Guide

  Unit H - Financing Business Through Loans
    H-1 Preparing a Promissory Note and Computing Interest
    H-2 Computing Collateral Loans Case Study
    H-3 Checking Installment Loan Calculations
    H-4 Computing Due Dates and Interest Using Bankers' Interest and Exact Interest
    H-5 Comparing the True Cost of Credit Card Purchases

TOPIC: SAVING AND INVESTING

Business and Technology Concepts Curriculum Guide

- Investing in Stocks and Bonds
  - Business Finance
    - B-15 Characteristics of Stocks and Bonds

Business Communications Curriculum Guide

- Unit E - Basic Mechanics
  - E-5 Adverbs, Adjectives, Prepositions

Business Computations Curriculum Guide

- Unit I - Saving and Investing
  - I-3 Charting Stock Changes
  - I-5 Local Stock Comparisons

TOPIC: REAL ESTATE

Business Communications Curriculum Guide

- Unit E - Basic Mechanics
  - E-6 Commas

Business Computations Curriculum Guide

- Unit I - Saving and Investing
  - I-4 How the Landlord Makes Money
- Unit L - Computing Taxes
  - L-2 Paying Property Taxes in This Area

TOPIC: INSURANCE

Business and Technology Concepts Curriculum Guide

- Insurance
  - Business Finance
    - B-6 Ethical Issues Which Affect Business Risk
    - B-18 Business Risks and Insurance
    - B-19 How Insurance Is Used in a Business

Business Communications Curriculum Guide

- Unit E - Basic Mechanics
  - E-7 Miscellaneous Punctuation

Business Computations Curriculum Guide

- Unit M - Computing Cost of Insurance
  - M-1 Renters' Insurance
  - M-2 Monthly Purchase and Insurance Costs of Your Dream Car or Truck
  - M-3 An Accident!
  - M-4 Life Insurance--What Kind Should I Buy?
  - M-5 Agents and Clients
- Unit G - Selling Goods at the Manufacturing Level
  - G-1 Unit of Use Depreciation
  - G-2 Choosing a Depreciation Method
- Unit J - Acquiring, Maintaining and Operating Plant and Equipment
  - J-5 Depreciation Review

TOPIC: CAREERS

Business and Technology Concepts Curriculum Guide

Careers

Businesss Finance, Business Organization, Business Marketing, Business Production, Business Administration and Business Management

A-20	Levels of Employment in Business
B-20	Levels of Employment in Business Finance
C-5	Levels of Employment in Business Management
D-20	Levels of Employment in Marketing
E-9	Levels of Employment in Production
F-12	Levels of Employment in Business Administration
A-21	Business Occupations Available in Our Economy
B-21	Business Finance Occupations Available in Our Economy
C-6	Business Management Occupations Available in Our Economy
D-21	Marketing Occupations Available in Our Economy
E-10	Production Occupations Available in Our Economy
F-13	Business Administration Occupations Available in Our Economy
A-22	Preparing for a Career in Business
B-22	Preparing for a Career in Business Finance
C-7	Preparing for a Career in Business Management
D-22	Preparing for a Career in Marketing
E-11	Preparing for a Career in Production
F-14	Business Administration Guest Speaker

Business Communications Curriculum Guide

- Unit C - Nonverabal Communication
  - C-8 Using Nonverbal Communication Effectively
- Unit D - Reading
  - D-7 Using the *Occupational Outlook Handbook*
  - D-9 Using Company Publications/Government Publications to Gather Information
- Unit G - Speaking Skills
  - G-13 Information Seeking Interview
  - G-14 Interview Guest Speaker
  - G-15 Preparation for a Job Interview
  - G-16 Using the *Dictionary of Occupational Titles*
  - G-17 Job Interview Role-Playing

TOPIC: CAREERS (Continued)

Business Computations Curriculum Guide

Unit E - Computing Costs of Fringe Benefits and Job Expenses
- E-1 Timed Calculations--Time Card Review
- E-2 Job Evaluation--Fringe Benefit Analysis
- E-3 Job Comparison--Earnings Vs. Costs
- E-4 Fringe Benefits--Menu Selection
- E-5 Do We Move?

TOPIC: MANAGEMENT AND ADMINISTRATION

Business and Technology Concepts Curriculum Guide

Management

Business Management

C-1	What Do Management People Do?
C-2	What is Management?
C-3	Deciding Business Policy
C-4	Identify the Work of Managers and Employees
C-8	Management Guest Speaker
C-9	Management Delegation of Duties and Operations Policy
C-10	Planning Techniques Managers Use
C-11	Evaluating Work of Employees
C-12	Importance of Assigning Duties and Delegating Authority
C-13	Interpretation of Policy
C-14	Performing Assigned Duties
C-15	Preparing an Organization Chart
C-16	Apply Problem-Solving Techniques
C-17	Motivation Techniques Used by Managers
C-18	Leadership Techniques Used by Management
C-19	Leadership/Management Styles

Administration

Business Administration

F-1	Identifying Responsibilities of the Personnel Manager
F-2	Personnel Administrations is All Around Us
F-3	Personnel Management Problems
F-14	Business Administration Guest Speaker

Business Communications Curriculum Guide

Unit F - Writing

F-5	Writing Activities that Enhance the Understanding of Ethics in the Work Place
F-6	Job Series Correspondence

TOPIC: TAXES

Business Communications Curriculum Guide

- Unit E - Basic Mechanics
  - E-8 Spelling and Vocabulary

Business Computations Curriculum Guide

- Unit D - Computing Net Pay and Commissions
  - D-5 Payroll Deductions and Net Pay
  - D-7 Commission Case Problem
- Unit L - Computing Taxes
  - L-1 Taxing Your Wish List
  - L-3 Figuring Your Income Taxes

CROSSWALK FOR BUSINESS AND TECHNOLOGY CONCEPTS

TOPIC	BUSORG	FIN	MGT	MKT	PROD	ADM	COMM	COMP
Prod of Goods, Services/ Decision Making	A-18 A-19			D-4 D-6	E-1 E-2 E-3 E-8 E-12		A-1 A-2 A-3 A-4 A-5	A-1 A-2 A-3 P-2 P-3
The Profit Motive	A-4 A-5 A-6	B-13 B-14					B-1 B-2 B-3 B-4 B-5	B-1 B-2
Supply and Demand	A-23 A-24						B-6 B-7 B-8 B-9 B-10 B-11	B-3 B-4 B-5
Economic Measures	A-23 A-24						D-1 D-2 D-3 D-4 D-5 D-6 D-10	C-1 C-2 D-2 D-3 D-6
Marketing	A-1 A-2	B-12		D-1 D-2 D-3 D-4 D-5 D-7 D-8 D-9 D-10 D-11 D-12 D-13 D-14	E-6 E-7		C-1 C-2 C-3 C-4 C-9	F-1 F-2 F-3 F-4 F-5 F-6 F-7 G-3 G-4

CROSSWALK FOR BUSINESS AND TECHNOLOGY CONCEPTS

TOPIC	BUSORG	FIN	MGT	MKT	PROD	ADM	COMM	COMP
Marketing				D-15 D-16 D-17 D-18 D-19 D-23				
Forms of Business Ownership	A-3 A-7 A-8 A-9 A-10 A-11 A-12 A-13 A-14 A-15 A-16 A-17						C-5 C-6 C-7	O-1 O-2 O-3 O-4 O-5
Trade and Transportation		B-3					D-8 G-1 G-2 G-3 G-4	K-1 K-2 K-3 K-4 K-5
Computers					E-4 E-5	F-7 F-9 F-11	G-5 G-6 G-7 G-8 G-9	P-1 Q-1 Q-2 Q-3 Q-4 Q-5 Q-6
Banking		B-7 B-8 B-11					G-10 G-11 G-12	I-1 I-2

CROSSWALK FOR BUSINESS AND TECHNOLOGY CONCEPTS

TOPIC	BUSORG	FIN	MGT	MKT	PROD	ADM	COMM	COMP
Writing and Receiving Checks								A-5
Federal Reserve and Clearing Checks		B-9 B-10					F-1 F-2 F-3 F-4	A-4
Business Records		B-4				F-4 F-5 F-6 F-8 F-10	E-1	N-1 N-2 N-3 N-4 N-5
Money		B-1 B-2 B-4					E-2	D-1 D-4 D-8
Credit		B-17					E-3	J-1 J-2 J-3 J-4
Acquiring Credit		B-16					E-4	H-1 H-2 H-3 H-4 H-5
Saving and Investing		B-15					E-5	I-3 I-5
Real Estate							E-6	I-4 L-2

CROSSWALK FOR BUSINESS AND TECHNOLOGY CONCEPTS

TOPIC	BUSORG	FIN	MGT	MKT	PROD	ADM	COMM	COMP
Insurance		B-6 B-18 B-19					E-7	M-1 M-2 M-3 M-4 M-5 G-1 G-2 J-5
Careers	A-20 A-21 A-22	B-20 B-21 B-22	C-5 C-6 C-7	D-20 D-21 D-22	E-9 E-10 E-11	F-12 F-13 F-14	C-8 D-7 D-9 G-13 G-14 G-15 G-16 G-17	E-1 E-2 E-3 E-4 E-5
Management and Administration			C-1 C-2 C-3 C-4 C-8 C-9 C-10 C-11 C-12 C-13 C-14 C-15 C-16 C-17 C-18 C-19			F-1 F-2 F-3 F-14	F-5 F-6	

CROSSWALK FOR BUSINESS AND TECHNOLOGY CONCEPTS

TOPIC	BUSORG	FIN	MGT	MKT	PROD	ADM	COMM	COMP
Taxes							E-8	D-5 D-7 L-1 L-3